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ABSTRACT

This publication was developed to assist school administrations, teachers, counselors, parents and others who are interested in developing guidance programs which meet the needs of adolescents particularly at the senior high school level. It describes the practices, procedures, and forms that Oregon school districts have found to be most useful in implementing coordinated guidance and counseling programs. Part I is a philosophy statement and includes the standards for the guidance and counseling program. Counseling and guidance programs are seen as integral to the total educational process and should be developmental in nature. All children should be included rather than just those who seek out the counselor. Part II is a detailed assessment and planning instrument which covers needs assessment, approved guidance and counseling activities, responsibility of each school, and evaluation. Part III is an overview of career development in Oregon. Extensive appendices account for over one half of the document and enable the district and/or high school to implement the career guidance activities required by Oregon Administrative Rule. (JBJ)

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SUGGESTED
GUIDELINES FOR
SCHOOL DISTRICTS

HIGH SCHOOL GUIDANCE AND COUNSELING

Verne A. Duncan
State Superintendent
of Public Instruction

Oregon Department
of Education
Salem, Oregon

ED 386 624

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HIGH SCHOOL GUIDANCE AND COUNSELING

1987

Oregon Department of Education
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Foreword

High School Guidance and Counseling was developed to assist school administrators, teachers, counselors, parents and others who are interested in developing guidance programs which meet the needs of adolescents. Many inquiries are received at the Department of Education regarding effective guidance practices for schools and practices which are generally acceptable throughout the state.

This publication will be useful for those seeking to improve current programs or to implement new programs.

Verne A. Duncan
State Superintendent
of Public Instruction

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Each school district in Oregon is required by Oregon Administrative Rule 581-22-702 to provide a coordinated guidance and counseling program to support the educational and career development of students.

This publication describes the practices, procedures and forms that other districts have found to be most useful in implementing a coordinated guidance and counseling program.

The focus of this book is guidance and counseling in the senior high school. The primary component of this book is a planning and assessment instrument.

Part I is a philosophy statement and the standards for the guidance and counseling program. Part II is an assessment and planning instrument. Part III is an overview of career development in Oregon. A series of appendices, enabling the district and/or high school to implement the career guidance activities of OAR 702, follows Part III.

Part I: Standards for Guidance and Counseling, Career Education and Career Development

The Oregon Department of Education believes that the counseling and guidance program is an integral part of the total educational process. Students develop emotionally and socially in school as well as acquire academic knowledge. Therefore, the counseling and guidance program must address the issue of growth and development in the affective areas. Since this growth occurs at all levels and builds upon previously learned skills, it is imperative that the counseling and guidance program be developmental in nature.

A developmental program focuses on all children rather than just those who would seek out the counselor. All students can benefit from the knowledge and experience an affective curriculum has to offer. In addition, this knowledge and its application may actually work to prevent emotional problems in the future life of the student. Therefore, the counseling and guidance program is preventative as well as remedial in nature. The counseling and guidance program should assure parents that a systematic method of teaching students about the human experience will be pursued.

Each staff person contributes to a total school climate. The counselors will work toward creating a climate which enhances every student's growth, especially towards self awareness and positive self concept in addition to academic excellence. This may involve supportive school activities which allow the school to run smoothly and efficiently.

The counseling and guidance program recognizes that each person has the capacity to change attitudes and behaviors. And that each student can change his or her behavior and can become more self directive. As particular student needs are identified, efforts will be made to respond to these needs. These responsive services will be in direct relationship to identified student needs.

Finally, the guidance and counseling program must recognize the need for students to learn to plan for achieving identified goals. Individual planning necessarily involves learning and applying decision-making skills and then taking the responsibility to implement chosen options. Students need to plan for all levels of educational as well as vocational goals.

Guidance and Counseling

OAR 581-22-702

(1) District Guidance and Counseling: Each school district shall provide a coordinated guidance and counseling program to support the educational and career development of students. The district shall:

(a) Adopt guidance and counseling program goals which assist students to:

(A) Develop decision-making skills,

(B) Obtain information about self,

(C) Understand the educational opportunities and alternatives available to them,

(D) Establish tentative career and educational goals,

(E) Accept increasing responsibility for their own actions,

(F) Develop skills in interpersonal relations, and

(G) Utilize school and community resources;

(b) Specify instructional, guidance and counseling activities for the achievement of the goals;

(c) Assign guidance and counseling responsibilities to each school and to the appropriate personnel; and

(d) Evaluate guidance and counseling programs for all grades.

(2) School Guidance and Counseling: Each school shall provide a guidance and counseling program which:

(a) Specifies goals including those assigned to the school district program;

(b) Identifies staff responsibilities and instructional, guidance and counseling activities to achieve guidance program goals;

(c) Identifies each student's guidance and counseling needs;

(d) Assists each student to develop an educational plan in grades 9-12 which identifies a tentative career goal and reviews the student's progress at least annually; and

(e) Assigns each student to a certificated staff member for individual support and advice.

(3) Guidance Staff Assignments: Each school district shall maintain a guidance staff which promotes effective guidance practices consistent with the district's expected guidance program outcomes. In determining staffing for the program, the following shall be considered:

(a) The number of students assigned to a certificated counselor;

(b) The number of aides or clerical staff assigned to the guidance program; and

(c) The extent to which the staffing pattern varies from general statewide practices.

Career Education

OAR 581-22-405

Each school district shall implement plans for career education grades K/1 through 12, with goals for each instructional program and, where applicable, goals for support programs.

Graduation Requirements

OAR 581-22-316

Each district school board with jurisdiction over high school programs shall award diplomas to all students who fulfill all school district requirements and all state requirements as described in the following sections and in district school board policies. A school district may award an alternative document to a student who has met some but not all of the graduation requirements.

(1) Unit of Credit Requirements

(a) Each student shall earn a minimum of 22 units of credit to include at least:

(A) English Language Arts — 3 (shall include the equivalent of 1 unit in Written Composition)

(B) Mathematics — 2

(C) Science — 2

(D) Social Studies — 2 ½ (shall include the equivalent of 1 unit each in U.S. History and Global Studies and ½ unit in Government)

(E) Health Education — 1

(F) Physical Education — 1

(G) Career Development — ½

(H) Personal Finance and Economics — 1

(I) Applied Arts, Fine Arts or Foreign Language -- 1 (one unit shall be earned in any one or a combination)

(J) Electives — 8

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Method of Meeting the Standards

In February 1980 the State Board of Education adopted revised standards for Oregon schools. Those standards included provisions for: improved district and school guidance and counseling programs (581-22-702), inclusion of a ½ credit of career development in the graduation requirements (581-22-316) and infusion of career education throughout school programs K-12 (581-22-405). Present in each of these standards was one common thread . . . the state's desire to ensure that all students in Oregon's schools receive adequate and appropriate career guidance regardless of their career direction.

Since 1980, local districts have done much to implement the above standards. Activities and coursework have been instituted as the basis for assignment of the ½ credit of career development. Career education has been included in instructional and support programs. And school and district guidance programs have been revised to reflect the needs established by the new standard.

Throughout the state, however, there is wide discrepancy as to how these standards have been implemented. In some school districts there are exceptional programs in guidance, in others there is outstanding implementation of the career development credit and in still others there are tremendous efforts at infusing career education throughout school programs.

All students, regardless of which school they attend or which career direction they are headed, must be provided an opportunity to receive adequate and appropriate career guidance. Differences among schools and school districts in the way they currently implement career guidance standards cause some students to receive less than the best career guidance possible. The development and dissemination of an integrated model for career guidance in Oregon's secondary schools can help to insure that there is equity and excellence in the career guidance Oregon students receive.

Part II: Guidance and Counseling Program Goals

I. Guidance and counseling programs should be an integral part of the school's educational program.

Since social, emotional, and academic development occur simultaneously, an equal and complementary relationship exists between the instructional and guidance program. The guidance and counseling program goals and objectives should be identifiable and yet integrated into the total curriculum. This means that all staff have guidance responsibilities although the guidance curriculum may be coordinated by the counselors.

II. Guidance and counseling programs deal with developmental as well as remedial concerns.

Developmental concerns transcend all individual students and are not the exclusive property of students seeking counseling. Therefore the guidance and counseling program should focus on all students and thus maximize the prevention of problems. This means that part of the program structure must deal with imparting knowledge of affective development to all students at each level while still responding to those students seeking counseling.

III. Guidance and counseling programs help develop and protect each student's concept of himself/herself.

A major responsibility of the guidance and counseling program centers around protecting and enhancing each student's self-concept. Although many forces impinge on each individual student at any time, it is the school's responsibility to make the educational experience as positive as possible. Counselors work within this framework by making each student aware of their uniqueness and acceptability as an individual. This awareness includes interest, aptitudes, abilities, personal characteristics and other self-knowledge.

IV. Guidance and counseling programs recognize each person's capability to change.

It is essential that counselors believe that each person has the capacity to change behaviors and/or attitudes. Although separate counseling theories and techniques may be utilized, counselors belief in change is communicated to students and teachers. This creates a positive or negative climate for change and may set the stage for enactment of the self-fulfilling prophecy.

V. Guidance and counseling programs should be evaluated periodically for effectiveness.

Responsive guidance and counseling programs recognize the needs of those who are served. To ensure this, programs and personnel should be evaluated regularly and periodically. To accomplish this requires that guidance and counseling programs be organized and structured as well as having specified goals and objectives. Regular evaluations should become part of the guidance and counseling program.

Needs Assessment

The needs of the students should be assessed in relation to the skills of the guidance and counseling staff. Consequently, each school within the district must develop a method by which the guidance and counseling program can assess the needs of the students based on the working plan at each level.

Once the needs have been analyzed and priorities set for program development, the staff must design specific activities to meet each need. A program should be written and should state the processes used to reach student outcomes. Each identified need should include a timeline for implementation and should note specific staff members responsible.

Approved Guidance and Counseling Activities

Since the issues addressed within the guidance program are often sensitive to the student and family, it is important that counselors and teachers use discretion and tact when selecting appropriate activities and counseling techniques. The following suggestions may be helpful.

Teachers should use guidance activities that relate to the identified scope and sequence for the guidance program. In selecting commercially prepared activities, the teacher should use only those in which the goals are consistent with their district's goals. When developing their own activities after attending workshops or seminars, teachers should seek the counsel of a district counselor and/or their own principal. If anyone involved expresses doubt regarding the appropriateness of an activity, then it is best to reject it. However, the district coordinator may approve the activity for a trial with follow-up evaluation. Under no circumstances must a parent be denied an opportunity to review the materials or activities used. On the basis of religion or family custom, parents may request that their child be excused from a specific activity or a particular type of activity.

Counselors should use techniques that are generally accepted within the school counseling profession. Whenever a new or unusual approach is used, the counselor should first seek the advice of the district coordinator. All techniques that parallel religious worship should be avoided. These include meditation techniques such as "centering," transcendental meditation, yoga and guided fantasy.

Responsibility of Each School

Each school in the district shall develop a guidance and counseling program that is consistent with the philosophy and requirements of its boards and of the Oregon Board of Education's Administrative Rule. This written program should be based on the accepted working model and should involve all school personnel. A copy should be forwarded to the district guidance coordinator. The plan should be revised at least every three years, or more often if necessary.

Evaluation

Each school should evaluate its guidance and counseling program. The following questions should be asked:

1. What percentage of the students does the program serve?
2. Are all those involved in the program (students, administrators, staff) adequately served?
3. Does the program conform to the accepted working models?
4. Does the program address the needs specified in the needs assessment?
5. Are staff assignments filled by qualified and interested personnel?

Each program within the district should be reviewed in January. Each school should forward a written report of the evaluation to the district coordinator within one week of the evaluation.

Part II: Suggested Coordination (Counselor's Time)

		% of Time HS	
I.	Curriculum Component	15%	
	a. Classroom and large group presentations	x	____
	b. Community outreach	b	____
II.	Individual Planning	30%	
	a. Educational and vocational counseling	x	____
	b. Placement	x	____
	c. Advisement	x	____
	d. Career counseling (individual)	x	____
III.	Responsive Services	35%	
	a. Consultation	x	____
	b. Personal counseling (groups and/or individuals)	x	____
	c. Out-of-district referrals	x	____
	d. Crisis counseling	x	____
IV.	Systems Support	20%	
	a. Registration	x	____
	b. Research	x	____
	c. Testing	x	____
	d. Orientations	x	____
	e. In-service	x	____
	f. Scholarships	x	____
	g. Curriculum development support	x	____

Guidance Calendar

Goal 1: To provide a coordinated program that will assist each student in evaluating his/her personal, social, educational and vocational concerns.

Activity	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Counseling Responsibility
Natural Helpers Training	• • • •										
Student Program Changes/Planning	• • • •				• • • •	• • • •			• • • •	• • • •	
Financial Aid Workshop for Parents				• • • •							
"College Board" Training Session		• • • •									
Ninth-Grade Groups		• • • •									
New Students Study Skills Communication Skills Refusal Skills											
College Bound Evening Workshop			• • • •								
Achievement Testing											
PSAT (Test Administration)		• • • •									
Aptitude and Interest Inventories			• • • •								
Exchange Student Orientation	• • • •	• • • •									
State Scholarship Financial-Aid Workshop		• • • •									
Natural Helpers Training Second-Year Students	• • • •	• • • •									

Calendar of Regular Guidance Activities

This monthly calendar suggests a timeline for carrying out the regular activities of the guidance program.

August

- Send welcome letter to new and returning students.
- Schedule individual conferences with new students and students needing class changes.
- Conduct inservice for teaching staff to clarify their role in the guidance program and discuss the major events of the year. Hand out guidance calendar for the year. Assign coordination responsibility for each activity.

September

- Conduct large-group orientation of ninth grade students and new students with counselors.
- Continue to monitor and correct placement as needed.
- Begin small-group counseling of new students. Emphasize interpersonal relations, adjustment to new school, and help students discover additional knowledge about themselves.
- Begin peer counseling training of student leaders and other interested students or staff.

October

- Coordinate standardized testing program. Assist staff in interpreting results.
- Conduct the guidance needs assessment.

November

- Coordinate aptitude and interests testing.
- Inservice for staff conducting career education program on results of career-related testing.
- Develop plans to assist students who are experiencing problems passing classes.

December

- Forecast for second semester.

February

- Review the tentative career and educational plans of students.
- Monitor placement and course selections of students.

March

- Identify ninth grade students who will visit eighth grade classes with counselor to assist in orientation to high school.
- Begin training program for students who will assist in orientation.

April

- Begin visits to eighth grade classes.
- Complete high school orientation at middle schools.

May

- Forecast next year's classes.
- Evaluate the guidance program.

Student Needs Assessment

_____
Date

Name _____ Grade 9 10 11 12

School _____ Counselor _____

Instructions: Please read the items in the column to the left. Indicate whether or not you want to talk to your counselor about each item and how important it is to you.

I would like to talk to a counselor about . . .	Need Much Help	Need Some Help	Do Not Need Help
1. my feelings, attitudes and personal values.			
2. how I feel about myself.			
3. a personal matter (drugs, alcohol, boy/girlfriend, sex).			
4. some important decision I need to make.			
5. how to get along better with people (family, teachers, others).			
6. how to make friends.			
7. classes to take in school.			
8. how to improve my grades.			
9. how to get involved in school activities.			
10. how to find a job.			
11. what I am going to do after I leave or graduate from school.			
12. how to find out more about my abilities and interests.			
13. where to find information about careers.			
14. resources in the community.			
15. other needs. Specify _____			

Additional sample needs assessment is included in Appendix B.

Guidance Program Evaluation

The activities on this form include the most important aspects of the guidance program. Both the building guidance coordinator and the counselor should fill out an independent copy of the form. Items checked satisfactory by each, independent of the other, are to be considered satisfactory. All others are indications of areas of needed improvement.

	S	U
1. Orientation was conducted for the incoming students.		
a. Orient students to the career center.		
2. Guidance activities were conducted in each class.		
3. Each student received guidance services.		
4. Each student developed a tentative career plan.		
a. Each student reviews four-year plan annually.		
5. Standardized tests were interpreted for students and parents.		
a. Help students to locate career and aptitude tests.		
6. Students needing help with learning problems or student-teacher relations were helped.		
7. Students received help in improving their skills in problem solving.		
8. Students needing special help were referred to outside sources.		
9. Teachers with problem students received help.		
10. Confidentiality laws were followed.		
11. Guidance staff conducted themselves in an ethical manner.		
12. Parent contacts were handled in a professional manner.		
13. Student improvement in reaching guidance program objectives was measured in an objective manner.		
14. Identify and examine (with students) various kinds of training options beyond high school which assisted in career development (i.e., on-the-job training, civil service, apprenticeship, vocational technical schools, armed services, two- and four-year colleges through individual and group counseling).		

Evaluation of Counselor Effectiveness

Counselor's Name _____ Date _____

Evaluator _____ School _____

Purpose: The purpose and use of this form is to evaluate the effectiveness of the counselor. Suggestions will be made to improve the counselor's effect on the total school program.

Procedures:
1. The evaluator will mark each category as Very Effective, Satisfactory, or Needs Improvement, by checking the appropriate box.
2. Areas designated as needing improvement will be accompanied by specific suggestions for improvement.

Evaluation Criteria	Very Effective	Satis-factory	Needs Improve-ment
1. Professional Performance			
A. Available and accessible to the following: (1) students			
(2) parents			
(3) staff personnel			
(4) administration			
B. Helps students understand personal problems and aids them in achieving a degree of competency in the decision-making process.			
C. Exhibits professional standards in utilizing confidential information known about students.			
D. Provides administration/staff with helpful advice regarding student matters.			
E. Attitude allows for a free exchange of ideas regarding student's problems outside academic realms.			
F. Expresses opinions about the need for curriculum changes.			
G. Instrumental in improving teacher-pupil relationships.			

Evaluation Criteria	Very Effective	Satis-factory	Needs Improve-ment
H. Creates an atmosphere that encourages graduates and dropouts to use the guidance department as a source of information.			
I. Assists in identifying students with learning problems.			
J. Makes appropriate services available to students with: (1) learning problems			
(2) personal problems			
K. Conducts follow-up on students.			
L. Assumes the responsibility for establishing a working relationship with staff members.			
M. Helps orientation process for: (1) incoming students			
(2) parents of incoming students with physical plant and programs offered.			
(3) staff			
N. Makes available to all staff members data pertinent to a successful student transition from school to school.			
O. Meets with all new students he/she is assigned.			
P. Adequately explains course content, grouping and consideration for course selection to: (1) students			
(2) parents			
Q. Prepares students and staff for testing.			
R. Supervises the advisory program.			

Evaluation Criteria	Very Effective	Satis-factory	Needs Improve-ment
S. Interprets standardized testing program results to: (1) students			
(2) administration			
(3) staff			
(4) parents			
T. Provides and analyzes test results for the staff for their utilization.			
U. Provides students with: (1) vocational (career) information			
(2) transcript services			
(3) college information			
(4) job placement information			

Evaluation Criteria Comments: _____

_____

_____

_____

_____

Personal Qualities	Very Effective	Satis-factory	Needs Improve-ment
A. Sensitive to student's needs			
B. Objective approach			
C. Appearance appropriate for position			
D. Emotional balance			
E. Acceptance of suggestions			
F. Adherence to school policies			
G. Professional commitment			
H. Evidence of professional growth			

Additional Comments: _____

_____

_____

_____

_____

_____

Counselor's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Sample Guidance Program

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
1. To provide a coordinated program that will assist each student in evaluating his/her personal, social, educational and vocational concerns.	1A. Students will obtain and analyze information about themselves.	1A1. Students provided small and large group counseling.	counselor
		1A2. Achievement testing programs given and explained to students.	teacher/counselor
		1A3. View and discuss films related to career choices and typical interpersonal relationships.	teacher/counselor career education class career center
		1A4. Conferences between parents and teachers for atypical students as well as others.	teacher/counselor
		1A5. Arrangements for individual testing as needed through ESD reading assessment, district psychologist, etc.	teacher/counselor/ principal
		1A6. Elective courses and extracurricular activities consistent with known choices to be made in high school, regardless of sex.	teacher/counselor/ principal
		1A7. Administer to students a questionnaire on which the students are given an opportunity to evaluate their strengths and weaknesses.	teacher career education classes health classes career center
		1A8. Writing assignments based on open-ended sentences concerning feelings about self.	language arts teacher

Sample Guidance Program

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
	1B. Students will become aware of the behavior and feelings of others.	1B1. Students participate in group or individual counseling to learn how to communicate with others and to describe their feelings (communications workshops).	teacher/counselor
		1B2. Students view and evaluate films.	teacher—the teacher must have training on this prior to conducting these activities health classes
	1C. Students can access their progress and role in school and demonstrate responsibility for their actions.	1C1. Each new student will be oriented to the school; special emphasis given to ninth grade orientation. Sequencing and progression of the high school curriculum explained.	teacher/counselor principal or counselor of feeder school
		1C2. Students will be tested and appraised of the results.	teacher/counselor
		1C3. Reporting procedures providing feedback on known qualities central to decisions about self, i.e., grades, level, attendance, and related comments will be used.	teacher/counselor
		1C4. Established standards, rules, policies and procedures related to each classroom will be discussed with the assigned students.	teacher/counselor

Sample Guidance Program

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
		1C5. The cause and effect relationship applied to each student's conduct and resulting rules, policies, procedures, or discipline will be explained or discussed.	staff
		1C6. The staff plans and conducts classes for parents on such topics as helping students with school work, understanding the adolescent, and effective parenting skills.	counselor/teacher
		1C7. Students will be given student handbooks and all of the handbook will be explained. Students will be tested on the handbook.	teacher
		1C8. Classroom units giving relevant information about substance abuse will be conducted. Presentation may include films, guest health professionals and discussion on how to say "no." Families will be supplied with information on how to reinforce family values.	health teacher social studies teacher counselors
		1C9. Teachers will have individual conferences with each student at least once during each reporting period.	teachers
	1D. Students will become aware of the variety of occupations and careers.	1D1. Orientation to career directions and how they can be affected by high school plans will be conducted before each transition to the next educational level.	counselors

Sample Guidance Program

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
		1D2. Resource speakers may be brought into classroom.	teacher—all subject areas
		1D3. Field trips to local industries may be conducted.	teacher—all subject areas
		1D4. Students will receive instruction in the practical application of the various subjects.	teacher—all subject areas
		1D5. Parents are invited into classrooms to discuss their occupations.	teacher— career education classes language classes social studies classes career center
		1D6. The student will receive instruction in a variety of consumer-level applications of math.	teacher—math classes home economics classes
2. The guidance and counseling program should serve as a resource for developing and administrating programs for students with special needs.	2A. Students with special needs will have programs which meet the requirements of their specific situations.	2A1. Students with special needs are referred to the counselor by the principal, teacher or parents.	principal/teacher parent
		2A2. Counselors may assist in identifying candidates for special school programs or other community services.	counselor/teacher
		2A3. Testing will be used to help identify candidates for the special programs. Staff may also recommend candidates.	special education director/school staff

Sample Guidance Program

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
		2A4. Counselors may assist in explaining the services available to eligible candidates and their parents.	special education director/counselor
		2A5. Students will be placed in available programs that meet their needs.	counselor/teacher: ERC, ESEA, and TAG
		2A6. When possible the curriculum will be adjusted to meet student needs.	principal/counselor/ curriculum director
		2A7. Special Education Director will be kept informed of special programs at the school.	principal/counselor curriculum director
	2B. Special placement will provide the least restrictive environment socially, academically and personally possible.	2B1. Schedules will be such that all students will have access to all courses for which they are eligible, with a minimum of sacrifice or restriction.	principal/counselor
		2B2. Skill leveling shall be done within the normal curve to provide for such known needs without tracking throughout the day.	principal/counselor
		2B3. All scheduling shall emphasize growth potential, adjustment and rewards, not the negatives of schedule changing.	counselor/teacher

Sample Guidance Program

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
3. Guidance and counseling program will facilitate cooperation with all community organizations and activities interested in the personal growth of youth.	3A. Students will be aware of various child-oriented organizations and activities provided by the community.	3A1. Provide brochures and pamphlets to students.	counselor/office
		3A2. Opportunities will be provided to join various organizations.	teacher
	3B. Students will be aware of available public services and community resources in time of crisis.	3B1. A list of organizations and functions will be available.	special education director/counselor
		3B2. When possible, community resource people will be brought into the school to assist in student problems.	principal/counselor
	3C. Students will be aware of the school/community/parent relationship as it affects the student.	3C1. Individual conferences will be maintained and supervised throughout any school-referred case.	principal/counselor
		3C2. Each individual program and combinations thereof shall be explored fully as befits the individual's educational and personal needs.	principal/counselor
	3D. The counselor will coordinate the efforts of the community agencies working with targeted youngsters.	3D1. Regular meetings will be held with agencies which typically work with school age youth.	counselor/principal
		3D2. Within the limits of confidentiality, information will be shared with other agencies serving specific youth in order to deliver a coordinated program.	counselor/principal

Sample Guidance Program

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
4. The guidance program will assist students in setting tentative career and educational goals.	4A. The students will develop and use decision-making skills and set goals for after high school.	4A1. The student will participate in classroom activities such as group discussions and games.	teacher health classes career education classes career center
		4A2. The student will examine the consequences of various choices.	counselor/teacher/ vice principal
	4B. The students will obtain information about themselves.	4B1. The student will review cumulative files as needed to gain a perspective of historical patterns.	counselor
		4B2. The student identifies his or her own and his or her family's values through discussions about values of various cultures, analysis of values revealed in various literature works, analysis of underlying values affecting historical events in the USA, and through conversations with his or her own parents about the beliefs that are important to the family. (These conversations are suggested to the parents and not discussed by school staff.)	career education class literature class history class health class home economics class counselor
	4C. The students will identify their interests and aptitudes and how they relate to educational decisions.	4C1. Student will complete interest inventory and aptitude test, and receive results.	English class counselor
	4D. The student will understand opportunities and alternatives available in school and after high school.	4D1. Course descriptions, objectives and expected outcomes will be reviewed by the student.	counselor/staff

Sample Guidance Program

Program Goals, Objectives, Sample Activities and Responsibilities

GOALS	OBJECTIVES	SAMPLE ACTIVITIES	RESPONSIBILITIES
		4D2. The student will be oriented to post-high school planning options.	counselor
		4D3. The students will have an opportunity to attend college and employer visitations.	counselor/teacher
		4D4. The student will be provided information on job requirements, graduation requirements and possible training programs.	counselor career center
		4D5. The student will fill out career forecast worksheet and review plans with parents, teachers and counselor.	career education class counselor career center
	4E. The student will set educational and career goals.	4E1. The student will study careers in the classroom.	teacher—all subject areas career center
		4E2. The student will be provided films, speakers and literature on various careers.	teacher—appropriate subjects
		4E3. The student will do mini-research on different types of occupations.	teacher—appropriate to all subjects career center
		4E4. The student will be provided individual or group counseling on career choice.	counselor

1. Must all program goals be addressed at every grade level?

   No, it is appropriate to emphasize certain program goals at specific grade levels. However, the most effective programs have identified a scope and sequence for each goal. Activities to supply the intermittent reinforcement of learning should be identified for each subject area at each grade level.

2. Which program goals are most appropriately emphasized in the high school?

   Setting tentative career and educational goals should receive strong emphasis by grade nine. Understanding emotional changes should be continued. Students further develop and apply their decision-making skills. Students begin taking additional responsibility for their own lives.

3. Should counselors be expected to tell the principal, staff or parents what a student has said to them in individual or small group counseling?

   No. This would be a violation of ethical standards as well as an invasion of the student's privacy. The content of the counseling may not be shared by the counselors. However, the student is free to reveal whatever he or she wishes to others.

4. What may a counselor tell the principal, staff or parents about the counseling session?

   The counselor may reveal that he or she has talked with a specific student, that the student had concerns that relate to school, and if appropriate, he or she may advise the teacher or parent to open additional lines of communication with the student.

5. What must a counselor reveal about the content of a counseling session?

   The courts have held that counselors (a generalized interpretation), when becoming aware that a client intends to harm another or to commit a crime, must take steps to warn the intended victim and alert the appropriate authorities.

6. When a student talks about suicide, what should the counselor do?

   This is one of the most difficult questions a counselor must face. While it is appropriate to alert the parents, at times alerting the parents or authorities may hasten the event as well as cut off the student's willingness to seek help. It is best, therefore, to consult with another professional about the case at hand and together determine a course of action. Seeing that the student has someone who cares present at all times is a wise first step. This should be someone the student can identify with such as a trusted teacher, friend or parent. It is not a violation of ethics or confidentiality to alert that

person and to share information. This person will usually also need much support and guidance from the counselor. The student's signals of self-destructive intent are legitimately interpreted as a cry for help. Teachers who see the signals of suicide should always seek guidance from available mental health professionals.

7. Must counselors report suspected child abuse?

   Yes, both teachers and counselors must report to the Children's Services Division or a law enforcement agency. An acceptable alternative is to report through district channels, as stipulated by district policy. Counselors and teachers are released from the confidentiality law, ORS 40.245 Rule 504-3 in this case. They are also protected from civil suit when making a report in good faith.

8. Are some techniques of counseling best avoided in the public school?

   Yes, counseling and religion both work with principles of the mind. This has caused a gray area as techniques of religious worship have been used by some practitioners as counseling techniques. The most notable are the versions of Eastern worship such as transcendental meditation, yoga, centering and some forms of guided imagery (a form of hypnosis) which encourage the client to relax the mind and receive instruction from "voices within." The Oregon Attorney General has ruled that religious practices may not be carried on in the curriculum although a course may teach about them.

9. As a rule, should parents' permission be secured prior to counseling with a student?

   This is not necessary if counseling is available to all students even if only on a referral basis from the staff or principal. If counseling is available only to certain classes of students, such as Chapter 1 students, then special steps to inform parents of the limitations should be taken. If a parent objects on grounds of religion or family custom, it is wise to comply with their requests although there is no legal obligation to withhold any aspect of the school program from certain citizens.

10. What is the counselor's role in the discipline program?

    Counselors do not administer punishment. However, the counselor does get involved in the school's discipline program. Reviewing a student's behavior, helping him or her assess his/her responsibility, explore consequences, and develop a plan of corrective action are all part of that a counselor's role.

11. Should handicapped students be given any priority in placement?

    Yes, and an appropriate support system for the classroom teacher should be provided. This helps compensate for handicapped students having fewer mainstream opportunities than their nonhandicapped peers. Failure to place handicapped students in classes for which they are otherwise qualified may be found to be discrimination on the basis of handicap. Great care must be taken by the district to assure that handicapped students have equal opportunity for placement.

Part III: Career Development Program Goals

A. Adopt program goals in selected areas of instruction to assist students to meet state-adopted performance standards in grades 3, 6, 8 and 11 in each of the following areas:

1. Basic skills necessary to function in all life roles.
2. An understanding of their interests, aptitudes and values in relation to current and future work requirements and benefits.
3. Positive attitudes toward work.
4. Acceptable work habits.
5. Skills in locating, obtaining and maintaining employment.
6. Entry level skills in a chosen occupational area and/or be prepared to continue education in keeping with individual career plans.

B. Adopt program goals in selected areas of instruction to assist students to meet district adopted performance standards at designated grade levels.

C. Provide grade levels 9 through 12 experience that:

1. Administers and interprets with the student a minimum of two standardized career interest surveys and one standardized career aptitude test.
2. Provides a minimum of 65 planned hours of career exploration and planning in formulating career and educational plans.
3. Provides opportunity for students to explore in the actual job setting some occupations for which they demonstrate aptitude and interest.
4. Provides a coordinated guidance and counseling program in keeping with Standard 581-22-702.
5. Provides access to long- and short-range vocational and other educational programs through which students can prepare to enter employment upon high school departure and/or continue advanced career preparation.
6. Conduct a testing program by which both the students and the district will know when the student has met the designated performance standards.

Part III: Oregon Integrated Career Guidance Model Assessment & Planning Instrument — Grades 9-12

Introduction

The Oregon Integrated Career Guidance Model (ICGM) assessment and planning instrument is designed to assist districts in determining how close they come to having an effective career guidance program as defined by the description in Standard 702.

Compliance with the guidance and counseling Standard 702 at the school district level is still expected in order for a district to have a standard school program. Each school district is required to have a coordinated guidance and counseling program to support the educational and career development of students and must adopt program goals to assist students in reaching this potential.

The seven goals addressed in Standard 702, paragraph (1a), are the goals of this assessment and planning instrument.

Those seven goals are:

1.0 The student will realize that there are basic steps in making a decision.

2.0 The student will discover, understand and develop interests, abilities, skills and potentials.

3.0 The student will understand the educational opportunities and alternatives available.

4.0 The student will establish tentative career and educational goals.

5.0 The student will accept increasing responsibility for actions.

6.0 The student will develop skills in interpersonal relations.

7.0 The student will utilize school and community resources.

In order to give clarity to each goal, the following components are also part of the assessment and planning instrument:

- Objectives
- Rating Scale(s)
- Activities
- Staff Person(s)
- Resources
- Comments

This instrument will be most effective as a planning tool if all staff members involved in career guidance and development work as a team in completing the assessment and in developing and implementing a plan for improvement.

How to Use This Instrument

Objectives

There are 22 objectives in the assessment instrument. The objectives are measured in student outcomes. Rate your school's effectiveness on each one of the objectives using the following rating scale.

Rating Scale

In determining the percent of coverage consider how effectively the objective is being delivered to all students.

0 = no coverage	
1 = 10-30% coverage	(low)
2 = 31-50% coverage	(minimal)
3 = 51-75% coverage	(average)
4 = 76-95% coverage	(good)
5 = 96-100% coverage	(thorough)

Circle the numeral on the rating scale.

Activities

Identify and then record activities used to assist students in meeting the objective.

Overall Goal Rating

Determine average of the objectives and circle the numeral in the upper right corner.

OVERALL GOAL RATING: 0 1 2 3 4 5
(average of the objectives)

	Service Providers					
	Teachers	Counselors	Parents	Administrators	Business & Industry	Community
School District Policies						
1.0 Create a climate that supports work values and attitudes and emphasizes career development as an essential function of the district's educational program.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
2.0 Communicate the importance of academic achievement and the knowledge, skills, and attitudes required for success in the work place.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
3.0 Develop a shared vision of the role of career development at all school levels and encourage the development of strategies to accomplish that vision.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
Program Goals and Objectives/Learner Outcomes						
1.0 Develop decision-making skills.						
The student will:						
1.1 Realize that there are basic steps in making a decision.						
Rating Scale: 0 1 2 3 4 5						
Activities:						

OVERALL GOAL RATING: 0 1 2 3 4 5
(average of the objectives)

	Service Providers					
	Teachers	Counselors	Parents	Administrators	Business & Industry	Community
1.2 Identify factors which influence career decisions and career plans. Rating Scale: 0 1 2 3 4 5 Activities:						
1.3 Select a career area for exploration using a decision-making process. Rating Scale: 0 1 2 3 4 5 Activities:						
1.4 Apply decision-making skills to career and educational planning. Rating Scale: 0 1 2 3 4 5 Activities:						
1.5 Relate the choice of high school subjects to a career/ educational plan. Rating Scale: 0 1 2 3 4 5 Activities:						
1.6 Initiate a four-year educational plan. Rating Scale: 0 1 2 3 4 5 Activities:						

OVERALL GOAL RATING: 0 1 2 3 4 5
(average of the objectives)

	Service Providers					
	Teachers	Counselors	Parents	Administrators	Business & Industry	Community
2.0 Obtain information about self.						
The student will:						
2.1 Develop an understanding of his/her self as an individual.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
2.2 Develop an understanding of his/her potential and as a future worker.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
2.3 Develop an understanding of his/her aptitudes, interests, and values and how those relate to current career opportunities.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
2.4 Compare self-assessment information with future career opportunities.						
Rating Scale: 0 1 2 3 4 5						
Activities:						

OVERALL GOAL RATING: 0 1 2 3 4 5
(average of the objectives)

	Service Providers					
	Teachers	Counselors	Parents	Administrators	Business & Industry	Community
3.0 Understand the educational opportunities and alternatives available.						
The student will:						
3.1 Identify skills in locating, obtaining, and maintaining employment.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
3.2 Apply skills necessary in locating, obtaining, and maintaining employment.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
3.3 Know characteristics and educational requirements for different occupations.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
3.4 Formulate tentative conclusions about career choices based upon available occupational and educational information.						
Rating Scale: 0 1 2 3 4 5						
Activities:						

OVERALL GOAL RATING: 0 1 2 3 4 5
(average of the objectives)

	Service Providers					
	Teachers	Counselors	Parents	Administrators	Business & Industry	Community
4.0 Establish tentative career and educational goals.						
The student will:						
4.1 Make a tentative career choice using accumulated self-assessment and occupational/educational information.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
4.2 Update annually the four-year educational plan to coincide with developing career/educational plans and actual educational attainments.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
4.3 Relate essential learning skills to career/occupational skills that are required for success in the world of work. (NOTE — Essential learning skills: reading, writing, reasoning, speaking, listening, mathematics and study skills.)						
Rating Scale: 0 1 2 3 4 5						
Activities:						
4.4 Relate employability skills to career/occupational skills that are required for success in the world of work. (NOTE — Employment ability skills: interview, application, job-seeking, and on-the-job behavior.)						
Rating Scale: 0 1 2 3 4 5						
Activities:						

OVERALL GOAL RATING: 0 1 2 3 4 5
(average of the objectives)

	Service Providers					
	Teachers	Counselors	Parents	Administrators	Business & Industry	Community
5.0 Accept increasing responsibility for actions.						
The student will:						
5.1 Demonstrate increasing responsibility for work attitudes and habits in a school setting.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
5.2 Acquire entry-level skills and apply in a chosen occupational area.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
5.3 Prepare to continue education in keeping with individual career plans.						
Rating Scale: 0 1 2 3 4 5						
Activities:						
6.0 Develop skills in interpersonal relations.						
The student will:						
6.1 Apply the skills required in working with and for others in a school setting.						
Rating Scale: 0 1 2 3 4 5						
Activities:						

OVERALL GOAL RATING: 0 1 2 3 4 5
(average of the objectives)

	Service Providers					
	Teachers	Counselors	Parents	Administrators	Business & Industry	Community
6.2 Apply the skills required in working with and for others in a work setting. Rating Scale: 0 1 2 3 4 5 Activities:						
7.0 Utilize school and community resources. The student will: 7.1 Know what school and community resources are available. Rating Scale: 0 1 2 3 4 5 Activities:						
7.2 Select school and community resources for use in exploring career choices. Rating Scale: 0 1 2 3 4 5 Activities:						
7.3 Project the "next step" in career preparation using information obtained from school and community resources. Rating Scale: 0 1 2 3 4 5 Activities:						

APPENDICES

A. Career Development Principles

B. Student Questionnaire on Career Guidance Services

C. Community Placement Evaluation

D. High School Follow-Up Questionnaire

E. Concerns Questionnaire for the Community

F. Suggested Activity Checklist for Secondary Handicapped Students

G. Career Information Evaluation Form

H. Career Information Center

I. Descriptors Used to Classify Occupational Instruments

J. Comprehensive Test Plan for School/District

K. Time Frame for a Semester Course in Career Development

L. Career Plan Worksheet

M. Interview Questions & Guidelines

N. College Preparation

O. High School Counselor Job Description

P. Student Needs Assessment

Q. Ethical Standards

R. Bibliography

Career Development Principles

1. External forces, such as the environment and parents, influence career choice.
2. Individuals seek occupations that meet most of their needs.
3. Career choice is related to personality.
4. Individuals possess measurable traits.
5. Occupations have specific tasks.
6. Personal traits can be matched to occupational tasks.
7. Occupational decisions occur numerous times in one's life.
8. Career development is a lifelong process.
9. Decision-making skills can be learned.
10. Career decision making is influenced by genetic endowment, environment, and learning experiences.
11. Interests are a consequence of learning, and learning is what leads people to make occupational choices.
12. Changes in learning produce changes in preferences and interests that can change occupational choice.
13. Critical career decision points occur throughout one's life.
14. Chance experiences can affect career choice.
15. There are common recognizable stages of development during childhood and adult life.
16. Individual development involves progressive differentiation and integration of a person's self and perceived world.
17. Each individual progresses through developmental stages at his or her own pace.
18. Excessive deprivation in any single aspect of human development can retard optimal development in other areas.
19. Personal awareness does not occur in a vacuum, but results from both real and vicarious experiences.

Student Questionnaire on Career Guidance Services

The purpose of this questionnaire is to determine how students feel about the guidance/counseling services offered by their school. Please express your true feelings by answering the questions below as honestly as you can. This is not a test, so there are no right or wrong answers.

School _____

Grade 8 9 10 11 12 Sex M F

I consider myself to be an A B C D Student

Circle your response to each statement:

SD = Strongly Disagree
D = Disagree
U = Unsure
A = Agree
SA = Strongly Agree

	SD	D	U	A	SA
1. My school counselor encourages me to think about what I am going to do when I finish high school.	1	2	3	4	5
2. I receive assistance in planning the elective subjects and activities I need and want to take while I am in school.	1	2	3	4	5
3. Before I entered ninth grade, I was given assistance in planning my high school years.	1	2	3	4	5
4. I have had opportunities to take career interest inventories and surveys during my high school years.	1	2	3	4	5
5. I receive assistance from my counselor in considering information about myself as it relates to my future educational and vocational plans.	1	2	3	4	5
6. My parents can discuss my future educational and/or vocational plans with my counselor.	1	2	3	4	5

	SD	D	U	A	SA
7. I am generally satisfied with the career/vocational counseling services I get at my school.	1	2	3	4	5
8. My counselor is influential in helping me decide on my high school course selection.	1	2	3	4	5
9. Many of my classes include units and activities which encourage me to investigate different career interests.	1	2	3	4	5
10. My counselors and teachers encourage me to investigate personal and education requirements for occupations I have considered.	1	2	3	4	5
11. My school provides me an opportunity to discuss part-time and summer employment with a job counselor.	1	2	3	4	5
12. The guidance and counseling services available to my school have been adequately explained to me.	1	2	3	4	5
13. There is a large supply of printed and visual career information available to me at my school.	1	2	3	4	5
14. I have received help from a school counselor in understanding the meaning of the standardized tests I have taken (such as achievement, school ability or aptitude tests).	1	2	3	4	5
15. My parents can discuss the results of aptitude, ability or achievement tests I have taken with my counselor.	1	2	3	4	5
16. Tests and interest surveys I have taken influenced my course selection.	1	2	3	4	5
17. My counselor is helpful in my selection of post-high school educational program (college, technical institute, business school, etc.).	1	2	3	4	5
18. Financial aid programs for post-high school training were adequately explained to me in high school.	1	2	3	4	5
19. Career days, outside resource people, and guest speakers were helpful to me in learning about various career opportunities and requirements.	1	2	3	4	5

	SD	D	U	A	SA
20. Opportunities in the United States military services were adequately explained to me in high school.	1	2	3	4	5
21. I have had opportunities to speak with representatives of various colleges, technical schools, the United States military services, and other post-high school training programs while I have been in high school.	1	2	3	4	5
22. I have talked to my counselor at least once since I've been in high school.	Yes	No			

Comments:

Community Placement Evaluation
(Work Experience, Internship, and/or Career Education)

(Student Form)

Your response to the following questions will help teachers and counselors to improve the school's community career education placement program for other students. Please indicate your responses to questions 1-14 by circling the appropriate numbers.

Name _____ Grade _____ Date _____

Name of placement site _____

Products/services of placement site _____

Course with which placement was connected _____

Number of hours spent at site _____

1. How would you rate the value of this experience for you as a student?

   Waste of Time 1 2 3 4 5 Very Worthwhile

2. How would you rate the employer's attitude toward you?

   Very Negative 1 2 3 4 5 Very Positive

3. How would you rate the length of time in your experiences?

   Too Long 1 2 3 4 5 Too Short

4. How prepared were you as a result of the instruction received?

   Very Unprepared 1 2 3 4 5 Very Prepared

Circle your response to each statement:

SD = Strongly Disagree
D = Disagree
U = Unsure
A = Agree
SA = Strongly Agree

	SD	D	U	A	SA
5. This experience helped me to see how my studies in school relate to the world of work.	1	2	3	4	5
6. This experience helped me learn some new job skills.	1	2	3	4	5
7. This experience introduced me to careers I hadn't thought about before.	1	2	3	4	5
8. This experience helped me learn more about good work habits.	1	2	3	4	5
9. This experience helped me learn more about my interests, abilities, and work values.	1	2	3	4	5
10. This experience helped me to make a career decision or choice.	1	2	3	4	5
11. This experience will help me in planning future course work in school.	1	2	3	4	5
12. This experience helped me learn more about job specialization and interdependency.	1	2	3	4	5
13. This experience helped me learn about how occupations and life styles are interrelated.					

14. Would you recommend that other students participate in a similar type of community placement?

    1 Yes 2 No

15. Do you have any additional comments or observations which will help the school improve this program for other students?

Thank you for your help. Please return to:

High School Follow-Up Questionnaire

Directions: Please read questions carefully. Mark your answer to each question with an "x" in the appropriate blank. Please print your written responses.

1. Name _____ Maiden name _____

2. Home mailing address _____
(Street)

_____
(City) (State) (Zip)

3. Sex: (1) ____ Male (2) ____ Female

4. Marital status: (1) __ Single (2) __ Married (3) __ Divorced or Separated

5. Did you graduate from high school?

(1) ____ Yes (Year: 19____) (2) ____ No

6. What was the major emphasis of your high school courses? (Check one.)

(1) ____ College Preparatory
(2) ____ Industrial Education
(3) ____ Home Economics
(4) ____ Business Education
(5) ____ General Education
(6) ____ Other (Please specify _____)

7. Which of the following best describes your present career status? (Check one.)

(1) ____ Employed full-time
(2) ____ Enrolled full time in a business, vocational or technical college
(3) ____ Enrolled full time in a four-year college program
(4) ____ In a state approved apprenticeship program or other on-the-job training program

(5) ____ Homemaker (no full-time employment outside home)

(6) ____ In military service

(7) ____ Unemployed

(8) ____ Other (Please specify _____)

8. Which of the following best describes your present occupational goal? (Check one.)

(1) ____ Agricultural (i.e., farming, nursery)

(2) ____ Clerical or Sales (i.e., bookkeeper)

(3) ____ Construction (i.e., carpenter, painter)

(4) ____ Mechanics or Repairperson (i.e., auto)

(5) ____ Production (i.e., assembler, machines)

(6) ____ Semiprofessional and Technical (i.e., commercial art, engineering or lab assistant)

(7) ____ Service (i.e., waitress, service station)

(8) ____ Health (i.e., nurse's aide, orderly)

(9) ____ Arts (i.e., music, art)

(10) ____ Managerial (i.e., personnel, retail)

(11) ____ Professional (i.e., nurse, doctor, teacher)

(12) ____ Homemaking

(13) ____ Other (Please specify _____)

9. Has your career goal changed since high school? (1) __ Yes (2) __ No

10. If you are attending school:

Name of school _____ (1) ____ Full-time (2) ____ Part-time

Address of school _____

Program/Major _____

11. If you are employed:

Name of employer _____ (1) ____ Full-time (2) ____ Part-time

Address of employer _____

Job title _____

12. If you are employed full-time:

What are your career plans for the near future?

(1) ____ Continue in my present job

(2) ____ Look for another job

(3) ____ Return for more schooling, full-time

(4) ____ Continue my education part-time while working

(5) ____ Raising a family

13. If you are employed full-time:

How did you find your job? (Check the source which was most helpful.)

(1) ____ Through a newspaper ad

(2) ____ Through the Oregon Employment Service

(3) ____ Through a private agency

(4) ____ By applying directly to the employer

(5) ____ Through the civil service

(6) ____ Through a school counselor

(7) ____ Through a friend or relative

(8) ____ Other (Please specify _____)

14. To what extent do you believe that your high school emphasis of course work prepared you for your present training, education, or work?

(1) ____ Complete preparation

(2) ____ Much preparation

(3) ____ Some preparation

(4) ____ Little preparation

(5) ____ No preparation

15-24. The following section asks your opinions of your high school experiences. Circle the number to the right of each statement which best describes your experience as your remember it.

While in high school I received . . .	A Great Deal	Adequate	Some	Very Little	None
15. information which helped me to explore and develop my abilities, interests, and skills.	5	4	3	2	1
16. opportunities to learn about different jobs or job clusters through field trips, filmstrips, movies, and other activities.	5	4	3	2	1
17. information about current and future trends in the job market.	5	4	3	2	1

	A Great Deal	Adequate	Some	Very Little	None
18. information on how particular occupations can effect my life-style and/or my standard of living.	5	4	3	2	1
19. career counseling which helped me to see my abilities and interests in relation to my high school course selections and career alternatives.	5	4	3	2	1
20. information about how and where to obtain additional training that I needed or wanted.	5	4	3	2	1
21. information and assistance in seeking and getting a job.	5	4	3	2	1
22. information about what employers and schools will expect of me (how to develop good work habits).	5	4	3	2	1
23. information about labor unions and other organizations related to employment.	5	4	3	2	1
24. information on the importance of competence in the basic skills of reading, writing and math to succeed in various occupations.	5	4	3	2	1

25. What do you think your high school could have done to better prepare you for the work world?

Concerns Questionnaire for the Community

Please read each question below and respond as indicated by checking as many as apply.

Questions 1 through 10 ask for your opinions about what career education "should be" in this school district.

1. I would like career education in this school district to provide instruction about . . .

   ____ a. personal worth and uniqueness
   ____ b. personal abilities, aptitudes, interests and values
   ____ c. dignity, worth and contributions of others
   ____ d. basic skills (speaking, listening, reading, writing, computing) used in job settings
   ____ e. relationships between subject area skills and the work world
   ____ f. positive work habits and attitudes
   ____ g. dealing with change
   ____ h. physical and mental well-being
   ____ i. decision-making skills
   ____ j. career options
   ____ k. non-traditonal careers
   ____ l. employment outlooks
   ____ m. job characteristics
   ____ n. economic benefits
   ____ o. training and education requirements for careers
   ____ p. career planning
   ____ q. job search techniques
   ____ r. work skills
   ____ s. constructive leisure time skills
   ____ t. lifelong learning skills
   ____ u. other(s) (please specify) _____

   _____

2. In my opinion, various aspects of career education should be taught . . . (check one)

____ a. at only grades K/1-12.
____ b. only at grades 7-12.
____ c. only at grades 9-12.
____ d. only at grades 11-12.
____ e. only after grade 12.
____ f. undecided.

3. In my opinion, career education should be . . . (check one)

____ a. an important and necessary part of the curriculum.
____ b. a desirable part of the curriculum, but is not necessary.
____ c. an unnecessary part of the curriculum.
____ d. I am undecided.

4. With regard to skills being taught to students in the various subject areas, teacher and counselors should . . . (check one)

____ a. consistently stress the ways subject area skills relate to skills the students will or may need later in the work world.
____ b. occasionally point out subject area relationships.
____ c. expect students to figure out subject area relationships on their own.
____ d. I am undecided.

5. Career education should be . . . (check one)

____ a. integrated into the students' regular classes.
____ b. taught as a totally separate class.
____ c. a combination of choices a and b.
____ d. none of the above, as I do not support a career education program.
____ e. I am undecided.

6. Community involvement . . . (check one)

____ a. is a critical and necessary part of a good career education program in the schools.
____ b. can benefit a career education program in the schools but is not a necessary component.
____ c. should not be a part of a career education program in the schools.
____ d. I am undecided.

7. Student work observations and/or work experiences in the community should . . . (check one)

____ a. be beneficial for all students.
____ b. be beneficial for most students.
____ c. be only beneficial for a very few students.
____ d. not be beneficial for students.
____ e. I am undecided.

8. Career education-related instructional activities in this school district should . . . (check one)

____ a. benefit only a few select students who happen to be ready for activities.
____ b. benefit most students to varying degrees.
____ c. benefit all students to varying degrees.
____ d. I am undecided.

9. Career counseling . . . (check one)

____ a. should be an important part of education for all students.
____ b. should be an important part of education for most students.
____ c. should be an important part of education for some students.
____ d. should not be an important part of education.
____ e. I am undecided.

10. The following individuals should be involved in assisting students in career planning: (check as many as apply)

____ a. teachers
____ b. counselors
____ c. parents
____ d. none of the above

Questions 11 through 19 ask for your perceptions about what the career education program currently is in this school district.

11. In my opinion, career education in this school district receives . . . (check one)

____ a. too little instructional time in the classroom.
____ b. about the right amount of instructional time in the classroom.
____ c. too much instructional time in the classroom.
____ d. I don't know.

12. Career education in this district is . . . (check one)

    ____ a. integrated into the students' regular classes.

    ____ b. taught as a totally separate class.

    ____ c. a combination of choices a and b.

    ____ d. none of the above.

    ____ e. I don't know.

13. Student work observations and/or work experiences in the community are . . . (check one)

    ____ a. beneficial for all students in the district.

    ____ b. beneficial for most students in the district.

    ____ c. only beneficial for a very few students in the district.

    ____ d. not beneficial for students in the district.

    ____ e. I don't know.

14. Career education-related instructional activities in this school district presently . . . (check one)

    ____ a. benefit only a few select students who happen to be ready for the activities.

    ____ b. benefit most students to varying degrees.

    ____ c. benefit all students to varying degrees.

    ____ d. I don't know.

15. Career education in this district is currently . . . (check one)

    ____ a. one of the most important goals.

    ____ b. one of the goals, but there are many other goals that are more important.

    ____ c. not a goal.

    ____ d. I don't know.

16. At present, the career education program in this district . . . (check one)

    ____ a. does not have enough community input.

    ____ b. has adequate community input.

    ____ c. is too influenced by community input.

    ____ d. I don't know.

17. With regard to skills being taught to students in the various subject areas, teachers and counselors are . . . (check one)

    ____ a. consistently stressing the ways subject area skills relate to skills the students will or may need later in the work world.

    ____ b. occasionally pointing out subject area relationships.

    ____ c. expecting students to figure out subject area relationships on their own.

    ____ d. I don't know.

18. Career counseling in this district . . . (check one)

____ a. is adequately provided.

____ b. needs to be stressed more.

____ c. should be eliminated.

____ d. I don't know.

19. The following individuals in this district are involved in assisting students in career planning: (check as many as apply)

____ a. teachers

____ b. counselors

____ c. parents

____ d. none of the above

____ e. I don't know

20. Check as many as apply:

____ a. I currently have children enrolled in this school district.

____ b. I do not have children currently enrolled in this school district.

____ c. I have had children enrolled in this district between 1976 and 1981.

____ d. I have had children enrolled in this district between 1971 and 1976.

____ e. I was a student in this district between 1976 and 1981.

____ f. I was a student in this district between 1971 and 1976.

____ g. I do not have children.

If you checked choice "a" for question 20, please continue with question 21. If you did not check choice "a" for question 20, please proceed to the last page.

21. I have children enrolled in this school district at the following grade level(s): (check as many as apply)

____ a. grades 1-3

____ b. grades 4-6

____ c. grades 7-9

____ d. grades 10-12

The recommendations section below has been provided for additional feedback that you may have.

Recommendations for career education in general:

Recommendations for the career education program in this school district:

You have now completed this questionnaire. Thank you for your cooperation.

Suggested Activity Checklist for Secondary Handicapped Students

Grade 9

____ 1. Demonstrate the ability to use public transportation.

____ 2. Name two occupations and describe what is done in each.

____ 3. Take a field trip to explore a career of interest.

____ 4. Attend a speaker presentation and fill out a Speaker Evaluation Sheet.

____ 5. Take an Interest Inventory.

Grade 10

____ 1. Practice making a resume.

____ 2. Practice filling out five application blanks.

____ 3. Practice "mock" interviews and fill out an Interview Evaluation Sheet.

____ 4. Attend a seminar or presentation on a career of interest and fill out a Speaker Evaluation Sheet.

____ 5. Take a field trip to explore a career of interest.

____ 6. Take an aptitude test.

____ 7. Take an Interest Inventory.

____ 8. Take a values clarification test.

Grade 11

____ 1. Take an aptitude test.

____ 2. Do an occupational research project on the CIS and have the printout put in file.

____ 3. Take a field trip to explore a career of interest.

____ 4. Attend a seminar or presentation on career of interest and fill out Speaker Evaluation Sheet.

Grade 12

____ 1. Take a personality assessment with the help of a counselor.

____ 2. Identify public and private employment agencies that will help find a job.

____ 3. Visit employment agencies and fill out Employment Agency Data Worksheet.

____ 4. Attend a career seminar or presentation in area of your interest and fill out Speaker Evaluation Sheet.

____ 5. Review post-high school plans with counselor.

Career Information Evaluation Form

1. Title of material _____

2. Publisher _____

3. Primarily intended for: Administrative Staff _____, Students _____,

   Teachers _____, All _____, Special needs students (indicate) _____

   _____

4. Readability: Too advanced for our students _____, Appropriate for our students _____, Too simple for our students _____, Appropriate for special needs students (indicate) _____

5. Type of material: (Circle) filmstrip, film, book, pamphlet, tape

6. How well does it meet N.V.G.A. guidelines for content? (check appropriate responses)

	Very Well	Adequate	Inadequate
a. Clear statement of purpose	_____	_____	_____
b. Related to students' development	_____	_____	_____
c. Is accurate and balanced	_____	_____	_____
d. Appropriate for all groups	_____	_____	_____
e. Includes personal satisfaction factors	_____	_____	_____
f. Free of sex bias	_____	_____	_____

7. Attractiveness and interest: (Circle appropriate responses.)

   a. Very attractive

   b. Moderately interesting

   c. Dull

   d. Up-to-date material

8. Recommended use of material:

   a. Place in Career Center

   b. Check out to classroom teacher

   c. "Book-talk" to students

   d. Use in group sessions

   e. Send back to publisher — not approved

   f. Other _____

9. How I used this material in my classroom:

   a. Excerpted parts for group use

   b. Assigned readings on careers based on student interest

   c. Students did reports on careers of their choice

   d. One of several books on display

   e. Other _____

10. Overall rating of material (circle one):

    5 — exceptional

    4 — very good

    3 — good

    2 — fair

    1 — poor

Comments:

Career Information Center

The functions of a Career Information Center are to:

1. Maintain close contact with local business and industry.
2. Maintain close contact with state and federal employment agencies.
3. Maintain close contact with all of the school's work experience coordinators.
4. Maintain current information about all occupations.
5. Provide job search techniques for all students seeking such help.
6. Provide job opportunities for all students who are looking for work.
7. Assist all students using the employment services with their future plans.
8. Offer students the opportunity to fill out an employment application.
9. Offer students the opportunity to take a job interview.
10. Use the results of standardized tests and interest surveys when placing students on a job.
11. Provide all students the opportunity to obtain a social security card and a work permit.
12. Be familiar with federal and state child labor laws.
13. Conduct a follow-up study for all students leaving school.
14. Offer all employment services to ex-students.
15. Assist all teachers in obtaining outside resources in a variety of careers.
16. Assist in developing a Career Information Center.

Descriptors Used to Classify Occupational Instruments

Academic Skills
Career Attitudes
Career Awareness
Career Choices
Career Decision Making
Career Development
Career Exploration
Career Goals
Career Opportunities
Career Planning
Career Preparation
Citizenship
Community Attitudes
Curriculum Planning
Economic Awareness
Economic Understanding
Educational Awareness
Educational Career Relationships
Educational Requirements
Educator Attitudes
Equal Opportunities
Experience-Based Education
Follow-Up
Human Relations
Impact
Implementation
Inservice Education
Instructional Materials Evaluation
Interests and Abilities
Interpersonal Relationships
Job Placement
Job Requirements
Job Satisfaction
Job Success
Learning Attitudes
Life-styles
Locating Employment
Maintaining Employment
Needs Assessment
Obtaining Employment
Occupational Information
Occupational Interests
Parental Attitudes
Personal Abilities
Personal Interests
Personal Responsibilities
Personal Values
Placement
Problem Solving
Self-Awareness
Self-Concept
Self-Esteem
Self-Identity
Self-Social Fulfillment
Social Fulfillment
Social Understanding
Societal Responsibilities
Stereotyping
Student Attitudes
Vocational Competencies
Vocational Maturity
Work Attitudes
Work Habits
Work Responsibilities
Work Values

Comprehensive Test Plan for _____ School/District

Grade Level	Achievement	Academic Ability	Aptitude	Interest	Work Value	Career Maturity
7						
8						
9						
10						
11						
12						

Implementation Support

- Career Center
- Career Class — ½ unit
- Career Folders
- Career Information System (CIS)
- Career Passport/Pocket Resume
- Community College
- ESD

Time Frame for a Semester Course in Career Development

Week Number	
	SELF-ASSESSMENT
1	Inventories of personality, career maturity, interests
2	Matching of CAPS-COPS-COPES and inventories — summary
	BASIC SKILLS ASSESSMENT
3	Values
4	Decision making, prioritizing, process development
5	Overview of attitudes toward education
6 7 8 9	Worksheets, pre- and posttest on basic math, spelling, grammar, communication (including listening, speaking, following directions, group interaction and self-assertiveness), computer literacy
	JOB EXPLORATION/JOB SEEKING SKILLS
10 11	Individual and group activities to locate clusters and explore them
12 13	Locating information sources (visit CIS, ESD, UCC and Douglas County Library — as well as sites)
14 15	Applications, resumes, cover letters, interview skills, appreciation letter
	CAREER ATTITUDES
16	Work attitudes, ethics, entrepreneurship
17	Human relations
18	Coping with stress and changes

Career Plan Worksheet

Name _____ Grade _____ Date _____

1. INTERESTS + APTITUDE = CAREER CLUSTERS

assessments	+	assessments	=	CAREER CLUSTERS
A. _____		A. _____		A. _____
B. _____	+	B. _____	=	B. _____
C. _____		C. _____		C. _____

2. WORK VALUES

assessments	major values
A. _____	1. _____
B. _____	2. _____
	3. _____

3. DATA-PEOPLE-THINGS

assessments	results
A. _____	1. _____
B. _____	2. _____

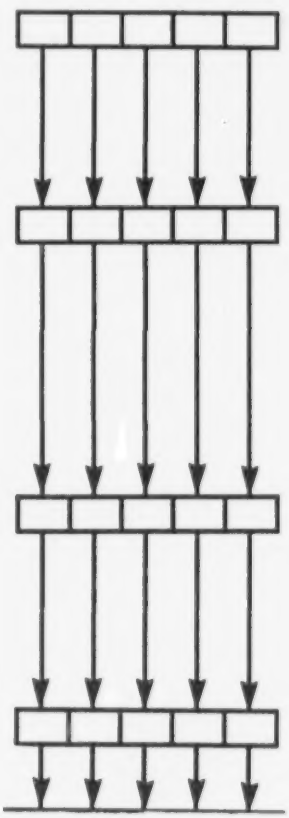
4. PERSONALITY TRAITS

Determine your major personality traits (sensing, intuitive, thinking, or feeling).

assessments	major traits
A. _____	1. _____
B. _____	2. _____

5. ABILITIES

assessments	major abilities
A. _____	1. _____
B. _____	2. _____
	3. _____



limiting abilities

With the help of your counselor, list your limiting abilities

1. _____

2. _____

6. FAVORITE SUBJECTS

List the school subjects that you like most.

favorite subjects

1. _____

2. _____

3. _____

7. FUTURE EDUCATIONAL PLAN

Select one:

educational plan

1. _____

A. 4-year college

B. 2-year college or trade school

C. military

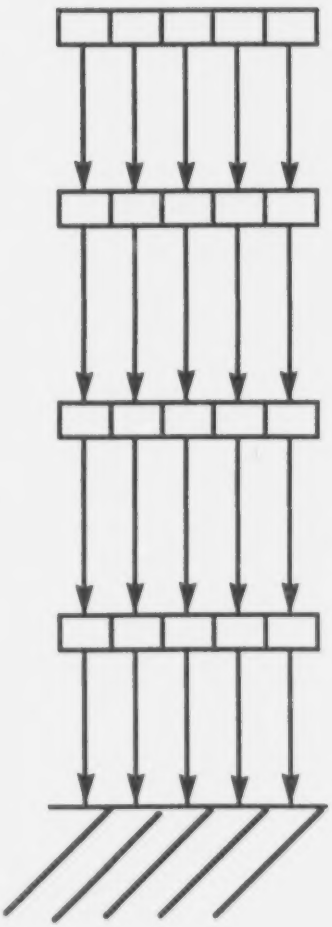
D. work

8. OCCUPATIONAL OUTLOOK

Check the employment outlook in the Occupational Outlook Handbook and from the Employment Security Office in your area for the occupations selected in 9 below.

9. OCCUPATIONAL CHOICE

Select 5 occupations from the career clusters in 1 above and enter them to the right. Then compare each occupation, one at a time, and place a check mark in each square above where the occupation requirements match your results in 2 thru 8 above. Circle the two occupations that match your results the closest.



Interview Questions and Guidelines

Review these questions before you begin the interview. If you have any questions about the information to be covered, ask your teacher ahead of time. You do not have to ask these questions exactly as they are phrased here, nor do you have to follow this order of questioning. You may ask additional questions as they occur to you, or as a followup to something the interviewee has said. DO NOT ASK "HOW MUCH MONEY DO YOU MAKE?" See 24.

1. What is your occupation?
2. Describe your work environment. In what other settings might a person in your occupation work?
3. What personal characteristics do you think are important to be a success in your occupation?
4. What preparation (school, training) do you need to start out in this occupation?
5. Why did you take this job or choose this occupation?
6. What are the responsibilities of your job?
7. Who depends on your work?
8. On who do you depend?
9. What do you enjoy most about your job?
10. What do you like least about your job?
11. Does your job affect your personal life? How?
12. Do you work nights or weekends?
13. Do you do any on-the-job training?
14. Are you tired when you get home?
15. How do you spend time after work and on vacation?
16. Is your work seasonal?

17. What personal strengths and weaknesses affect your performance on this job?

18. How much people contact is involved in this occupation?

19. How much involvement with information and data do you have in this occupation?

20. Is this a creative occupation?

21. What are the causes of stress one might experience in this occupation?

22. Would you encourage your children to enter this occupation?

23. What do you think is the employment outlook for people who might wish to choose this occupation in the future?

24. What rate of pay could a person starting out in your occupation expect to make?

25. If you could have any job in the world, what would it be?

College Preparation

Cass, James and Birnbaum, Max. *Comparative Guide to American Colleges: for Students, Parents, and Counselors*. 11th ed. 1983. 706 pp. Harper, $27.95 (0-06-015183-8); paper, $12.95 (0-06-091039-9).

According to the authors, this eleventh edition of what has become a standard tool for college selection incorporates a significant number of changes from previous editions, reflecting suggestions from counselors and students. A quick overview has been inserted at the head of each college profile, and information has been added or expanded on inter-collegiate athletics, financial aid, the willingness of public institutions to accept out-of-state (or district) students, changes in graduation requirements etc. As before, descriptive information for each college includes a characterization of the institution, admission requirements, academic environment (including special programs), student body, religious orientation, campus life, and annual costs. Indexed by state, selectivity, and religion. A comparative listing of majors is appended.

de Oliverira, Paulo and Cohen, Steve. *Getting in! The First Comprehensive Step-by-Step Strategy Guide to Acceptance at the College of Your Choice*. 1983. 240 pp. Workman, paper, $5.95 (0-89480-359-X).

For high school students who want to improve their chances of getting into the best college possible, the authors offer practical step-by-step advice on how to package and position oneself to be noticed in the college admission process. They review the basics — high school academics, standardized tests, extracurricular activities, and work experiences. They also examine the qualities that selective colleges look for in prospective students and recommend strategies for tackling the application process — choosing schools to apply to, making campus visits and preparing for interview questions, narrowing the choices, writing an application, coping with the waiting period, handling rejection, and investigating financial aid. They take a look at admissions from the colleges' side and present case studies in which seven actual colleges evaluate five "created" applications. Concise, to the point, and sure to be a valuable assist for the college bound. Appendixes include a listing of summer programs for high school students and sources of further information on financial aid. Index. High school.

Deutschman, Alan. *Winning Money for College*. 1984. 209 pp. Princeton, NJ: Peterson's Guides, paper $7.95 (0-87866-261-8 83-22151)

Nearly every college and university offers little known scholarships available only to those who have a certain ethnic background, whose parents work in a certain industry, or who belong to a certain civic group. Just as unknown are national scholarship contests, some with no entry restrictions, others with qualifications similar to those cited above. Many of the 50 programs described were established to advance high

school students possessing outstanding talents (e.g., piano, welding, engineering) promoted by the sponsoring organizations. Descriptions list eligibility requirements, rules, procedures, helpful hints, deadlines, and the name of a contact person. In the cases of essay competitions, a recent winning entry is reproduced and, in the cases of tests, sample questions are printed. The author has personally demonstrated the book's potential. A Princeton University student, Deutschman has won thousands of dollars for his education through speaking, writing, and scholarship competitions. If more students knew about such opportunities, more would vie for a share of the bounty.

Farrar, Ronald T. *College 101*. 1984. 177 pp. Princeton: Peterson's Guides, paper, $6.95 (0-087866-269-3 84-9534).

Compared to *The College Catalog* (reviewed in WLB, October 1983), a C+ effort if viewed generously, *College 101* rates an A+. Written by a journalism professor in question and answer format, *College 101* delivers practical information and common sense advice to the college-bound not only on how to cope but also on how to thrive in college. Its chapters deal with dormitory living, study habits, getting along with professors, social life, financing, counseling, and planning for after graduation. Librarians will second Farrar's strong endorsement of the need to develop library skills and will take heart from his characterization of librarians as "good-humored, genuinely caring individuals who are glad to help." Since Farrar answers the questions asked by students preparing for college, high school and public libraries should make his answers available to them.

Figler, Stephen and Figler, Howard. *The Athlete's Game Plan for College and Career*. 250 pp. Princeton: Peterson's Guides, paper, $8.95 (0-87866-266-9).

Recent headlines have highlighted the growing problems of student athletes, including the use of drugs, pressures from professional recruiters, and the sacrifice of literacy and learning on behalf of athletic performance. *The Athlete's Game Plan for College and Career* is the first book to help high school and college athletes through the difficult process of finding the college that's best for them, working to reconcile their academic, athletic, and social goals, and planning for a career after college within or outside the world of sports. Senator Bill Bradley, former all-American, Rhodes scholar, and NBA all-pro player, has written the foreword.

Hegener, Karen C. *The College Money Handbook: The Complete Guide to Expenses, Scholarships, Loans, Jobs, and Special Aid Programs at Four-Year Colleges*. 1983. 487 pp. Peterson's Guides, paper, $9.95 (0-087866-251-0).

A welcome supplement to Peterson's and other guides to colleges, this volume gives a comprehensive rundown on the costs of a college education and on financial aids available from colleges and other sources. According to the introduction, the text includes all accredited institutions in the U.S. and its territories that offer four- or five-year baccalaureate degree programs, full-time and campus-based. A financial aid overview leads off, but the heart of the presentation is the "College Cost and Aid Profiles" section, which presents for each institution detailed factual and statistical data — general information, expenses, undergraduate financial awards summary, need-based freshman aid profile, non-need freshman awards, money saving options available, and how to apply for aid. The concluding section groups the institutions by the specific types of non-need awards and money saving options offered. The well organized, ready-reference format allows one to make comparisons easily.

Keeslar, Oreon. *Financial Aids for Higher Education*. 1984. 758 pp. Brown, $35 hc. (0-697-09996-2).

This revised volume identifies 3,200 sources of financial aids. The bulk of the book lists alphabetically agencies that offer such aid, a description of their program, who qualifies for the aid, and the application procedures plus whom to contact for further information.

The "program finder" index directs one to the financial aid programs for which one may qualify. However, it might be wiser to look at all the programs and eliminate those where the restrictions disqualify you rather than use the index.

The main index lists the agencies and foundations by their key name and their common name. It also lists fields of specialization and then the programs of financial aid related to them. This index also classifies financial aid into grants, loans, contest prizes, and so forth.

A real bonus feature for libraries is the listing of other books to read or acquire in order to seek out financial aid. This book is a source parents, students and school counselors should not ignore if they are seeking financial aid for someone who is entering an undergraduate program.

Utterback, Ann S. *College Admissions Face to Face: Prepare Yourself for Interviews and Campus Visits*. 1984. 81 pp. Transemantics, 1601 Connecticut Avenue NW, Washington, DC 20009, paper, $6.60 (0-9613816-0-4).

Utterback, a college instructor who teaches interviewing techniques, addresses herself to young adults preparing for campus interviews and visits as part of their college admission/selection process. Questionnaires sent to 97 private and state universities and colleges across the country yielded some of the information presented, including that sent out in a chapter of advice from admissions officials. Utterback's intent is, of course, to allay fear and anxiety related to the interview process, and she accomplishes this in part by stressing that face-to-face contact is often more important as a student aid to school selection than it is as a part of the institution's admission system. In addition, she demystifies the interview by explaining it from the initial handshake to postinterview evaluation, providing guidelines for appropriate dress and for preparing questions to present to the admissions official. A useful adjunct to more general college material. A list of specific questions, some suggested college guides, questionnaire statistics, and an interview evaluation form are appended. High school.

High School Counselor Job Description

1. Designs/revises the school guidance plan annually in accordance with the district guidance program and state standards relating to guidance.

2. Designs/revises and administers a guidance needs identification instrument at least once a year.

3. Identifies the guidance/counseling needs of each student one or more times each year and modifies the guidance program in relation to those needs.

4. Sets priorities for the guidance program in relation to the identified needs. Consults with the principal in setting the priorities.

5. Establishes and follows a guidance calendar which identifies the major guidance activities for the year. Consults with the principal in establishing the calendar.

6. Designs and conducts classroom guidance activities that are appropriate to each grade level and reflect the identified guidance needs.

7. Assures that each student receives guidance in the classroom.

8. Provides small group guidance or counseling to those students whose needs are not met through classroom guidance.

9. Provides individual counseling to those students whose needs are not met through classroom or small group guidance.

10. In consultation with the principal, informs and/or involves parents and community regarding the activities and results of the guidance program.

11. Provides appropriate inservice training for the teaching staff to assist them in carrying out their responsibilities in the guidance program.

12. Designs/revises and implements a parent component of the guidance program.

13. Consults with teachers regarding individual students. Assists teachers in developing and trying plans to assist individual students or classes.

14. Participates in the student discipline program of the school. (The counselor does not administer punishment.)

15. Follows lesson plans in the classroom guidance activities.

16. Is able to identify specific objectives for each small group session and is able to identify the major guidance/counseling techniques used when requested to do so by the principal.

17. Keeps aware of the predominant beliefs and values of the community: uses guidance and counseling techniques which do not conflict with the community.

18. Supervises the guidance aide/secretary.

19. Plans/assures orientation of incoming and new students.

20. Coordinates the standardized testing program.

21. Participates in curriculum development.

22. Schedules students and advises the principal regarding development of the master schedule.

23. Provides appropriate counseling-related services to the Seriously Emotionally Disturbed (SED) and other special education students as needed or specified in the IEP.

24. Participates in IEP development of SED students.

25. Designs/revises and carries out a planned process of program evaluation and student follow-up.

26. Coordinates the building program and his/her own activities with the other counselors and levels.

Student Needs Assessment

Your counselor would like to know what kind of services students feel are important to them. Please assist your counseling department by reading and completing the following questionnaire.

High School	Need Much Help	Need Some Help	Do Not Need Help
I need help in:			
1. Understanding why I act the way I do.			
2. Discovering why I become lonely.			
3. Learning to make better decisions for myself.			
4. Finding ways to overcome feelings of sadness or depression.			
5. Demonstrate confidence in my ability.			
6. Learning to handle my anger (losing my temper).			
7. Finding ways to share with others.			
8. Accept responsibility for my mistakes.			
9. Learning more about what career is best suited for me.			
10. Learning about the effects of smoking.			
11. Learning about the effects of drinking alcoholic beverages.			
12. Learning about the effects of the use of drugs.			
13. Dealing with my personal appearance.			
14. Learning how to get along with my family.			
15. Learning how to make and keep friends.			

High School	Need Much Help	Need Some Help	Do Not Need Help
16. Finding ways to work with others in groups.			
17. Learning how to listen to others.			
18. Understanding how I influence others.			
19. Understanding how others influence me.			
20. Understanding why I get jealous of others.			
21. Discovering how and why I trust others as I do.			
22. Understanding how and why I compete with others.			
23. Understanding my prejudices and beliefs.			

High School	Need Much Help	Need Some Help	Do Not Need Help
24. Learning how to succeed in my school work.			
25. Finding ways to make school a good experience.			
26. Learning more about how to learn (how to study).			
27. Finding out more about my abilities and aptitudes.			
28. Discovering how to work with teachers.			
29. Learning how to cope (or handle) school rules with which I disagree.			
30. Identifying and working with things (books, plays, movies, hobbies, etc.) that interest me.			
31. Finding ways to participate in extra activities in school.			
32. Learning how to prepare for and take tests.			
33. Making an educational plan and choosing courses to assist in attaining that goal.			

School Staff Needs Assessment

Your counseling department would like to know what type of counseling services you need. Please assist your counselor(s) by reading and completing the following needs assessment.

High School	Need Much Help	Need Some Help	Do Not Need Help
I need help:			
1. Using group guidance activities with my class.			
2. Understanding counseling and guidance techniques I can use in the classroom.			
3. Understanding students' emotional problems.			
4. Understanding students' learning problems.			
5. Dealing with classroom discipline.			
6. Dealing with students who experience problems with peers.			
7. Understanding my feelings toward some students.			
8. Planning parent conferences.			
9. Dealing with conflicts with parents.			
10. Dealing with teachers who use techniques I don't understand or disagree with.			
11. Dealing with administrative decisions with which I disagree.			
12. Developing a variety of teaching strategies.			
13. Learning methods of motivating my students.			
14. Learning ways to teach students responsibility.			
15. Learning ways to help students learn from their experience.			
16. Understanding and solving my personal problems.			
17. Understanding and using standardized tests.			
18. Assisting guide students with scheduling.			
19. Obtaining information about school and community service agencies (i.e., Children's Services, health agencies, support services).			
20. Other needs. Specify _____ _____ _____			

Ethical Standards

American Association for Counseling and Development (Approved by Executive Committee upon referral of the Board of Directors, January 17, 1981.)

Preamble

The American Personnel and Guidance Association is an educational, scientific, and professional organization whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual and thus to the service of society.

The Association recognizes that the role definitions and work settings of its members include a wide variety of academic disciplines, levels of academic preparation and agency services. This diversity reflects the breadth of the Association's interest and influence. It also poses challenging complexities in efforts to set standards for the performance of members, desired requisite preparation or practice, and supporting social, legal and ethical controls.

The specification of ethical standards enables the Association to clarify to present and future members and to those served by members, the nature of ethical responsibilities held in common by its members.

The existence of such standards serves to stimulate greater concern by members for their own professional functioning and for the conduct of fellow professionals such as counselors, guidance and student personnel workers, and others in the helping professions. As the ethical code of the Association, this document establishes principles that define the ethical behavior of Association members.

Section A: General

1. The member influences the development of the profession by continuous efforts to improve professional practices, teaching, services, and research. Professional growth is continuous throughout the member's career and is exemplified by the development of a philosophy that explains why and how a member functions in the helping relationship. Members must gather data on their effectiveness and be guided by the findings.

2. The member has a responsibility both to the individual who is served and to the institution within which the service is performed to maintain high standards of professional conduct. The member strives to maintain the highest levels of professional services offered to the individuals to be served. The member also strives to assist the

agency, organization, or institution in providing the highest caliber of professional services. The acceptance of employment in an institution implies that the member is in agreement with the general policies and principles of the institution. Therefore, the professional activities of the member are also in accord with the objectives of the institution. If, despite concerted efforts, the member cannot reach agreement with the employer as to acceptable standards of conduct that allow for changes in institutional policy conducive to the positive growth and development of clients, then terminating the affiliation should be seriously considered.

3. Ethical behavior among professional associates, both members and nonmembers, must be expected at all times. When information is possessed that raises doubt as to the ethical behavior of professional colleagues, whether Association members or not, the member must take action to attempt to rectify such a condition. Such action shall use the institution's channels first and then use procedures established by the state Branch, Division, or Association.

4. The member neither claims nor implies professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of these qualifications by others.

5. In establishing fees for professional counseling services, members must consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, assistance must be provided in finding comparable services of acceptable cost.

6. When members provide information to the public or to subordinates, peers or supervisors, they have a responsibility to ensure that the content is general, unidentified client information that is accurate, unbiased, and consists of objective, factual data.

7. With regard to the delivery of professional services, members should accept only those positions for which they are professionally qualified.

8. In the counseling relationship the counselor is aware of the intimacy of the relationship and maintains respect for the client and avoids engaging in activities that seek to meet the counselor's personal needs at the expense of that client. Through awareness of the negative impact of both racial and sexual stereotyping and discrimination, the counselor guards the individual rights and personal dignity of the client in the counseling relationship.

Section B: Counseling Relationship

This section refers to practices and procedures of individual and/or group counseling relationships.

The member must recognize the need for client freedom of choice. Under those circumstances where this is not possible, the member must apprise clients of restrictions that may limit their freedom of choice.

1. The member's **primary** obligation is to respect the integrity and promote the welfare of the client(s), whether the client(s) is (are) assisted individually or in a group relationship. In a group setting, the member is also responsible for taking reasonable precautions to protect individuals from physical and/or psychological trauma resulting from interaction within the group.

2. The counseling relationship and information resulting therefrom be kept confidential, consistent with the obligations of the member as a professional person. In a group counseling setting, the counselor must set a norm of confidentiality regarding all group participants' disclosures.

3. If an individual is already in a counseling relationship with another professional person, the member does not enter into a counseling relationship without first contacting and receiving the approval of that other professional. If the member discovers that the client is in another counseling relationship after the counseling relationship begins, the member must gain the consent of the other professional or terminate the relationship, unless the client elects to terminate the other relationship.

4. When the client's condition indicates that there is clear and imminent danger to the client or others, the member must take reasonable personal action or inform responsible authorities. Consultation with other professionals must be used where possible. The assumption of responsibility for the client(s) behavior must be taken only after careful deliberation. The client must be involved in the resumption of responsibility as quickly as possible.

5. Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings, and other documents, are to be considered professional information for use in counseling and they should not be considered a part of the records of the institution or agency in which the counselor is employed unless specified by state statute or regulation. Revelation to others of counseling material must occur only upon the expressed consent of the client.

6. Use of the data derived from a counseling relationship for purposes of counselor training or research shall be confined to content that can be disguised to ensure full protection of the identity of the subject client.

7. The member must inform the client of the purposes, goals, techniques, rules of procedure and limitations that may affect the relationship at or before the time that the counseling relationship is entered.

8. The member must screen prospective group participants, especially when the emphasis is on self-understanding and growth through self-disclosure. The member must maintain an awareness of the group participants' compatibility throughout the life of the group.

9. The member may choose to consult with any other professionally competent person about a client. In choosing a consultant, the member must avoid placing the consultant in a conflict of interest situation that would preclude the consultant's being a proper party to the member's efforts to help the client.

10. If the member determines an inability to be of professional assistance to the client, the member must either avoid initiating the counseling relationship or immediately terminate that relationship. In either event, the member must suggest appropriate alternatives. (The member must be knowledgeable about referral resources so that a satisfactory referral can be initiated.) In the event the client declines the suggested referral, the member is not obligated to continue the relationship.

11. When the member has other relationships, particularly of an administrative, supervisory and/or evaluative nature with an individual seeking counseling services, the member must not serve as the counselor but should refer the individual to another

professional. Only in instances where such an alternative is unavailable and where the individual's situation warrants counseling intervention should the member enter into and/or maintain a counseling relationship. Dual relationships with clients that might impair the member's objectivity and professional judgment (e.g., as with close friends or relatives, sexual intimacies with any client) must be avoided and/or the counseling relationship terminated through referral to another competent professional.

12. All experimental methods of treatment must be clearly indicated to prospective recipients and safety precautions are to be adhered to by the member.

13. When the member is engaged in short-term group treatment/training programs (e.g., marathons and other encounter-type or growth groups), the member ensures that there is professional assistance available during and following the group experience.

14. Should the member be engaged in a work setting that calls for any variation from the above statements, the member is obligated to consult with other professionals whenever possible to consider justifiable alternatives.

Section C: Measurement and Evaluation

The primary purpose of educational and psychological testing is to provide descriptive measures that are objective and interpretable in either comparative or absolute terms. The member must recognize the need to interpret the statements that follow as applying to the whole range of appraisal techniques including test and nontest data. Test results constitute only one of a variety of pertinent sources of information for personnel, guidance, and counseling decisions.

1. The member must provide specific orientation or information to the examinee(s) prior to and following the test administration so that the results of testing may be placed in proper perspective with other relevant factors. In so doing, the member must recognize the effects of socioeconomic, ethnic, and cultural factors on test scores. It is the member's professional responsibility to use additional unvalidated information carefully in modifying interpretation of the test results.

2. In selecting tests for use in a given situation or with a particular client, the member must consider carefully the specific validity, reliability, and appropriateness of the test(s). General validity, reliability and the like may be questioned legally as well as ethically when tests are used for vocational and educational selection, placement, or counseling.

3. When making any statements to the public about tests and testing, the member must give accurate information and avoid false claims or misconceptions. Special efforts are often required to avoid unwarranted connotations of such terms as IQ and grade equivalent scores.

4. Different tests demand different levels of competence for administration, scoring, and interpretation. Members must recognize the limits of their competence and perform only those functions for which they are prepared.

5. Tests must be administered under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behavior or irregularities occur during the testing session, those conditions must be noted and the results designated as invalid or of questionable validity. Unsupervised or inadequately supervised test-taking, such as the use of tests through

the mails, is considered unethical. On the other hand, the use of instruments that are so designed or standardized to be self-administered and self-scored, such as interest inventories, is to be encouraged.

6. The meaningfulness of test results used in personnel, guidance, and counseling functions generally depends on the examinee's unfamiliarity with the specific items on the test. Any prior coaching or dissemination of the test materials can invalidate test results. Therefore, test security is one of the professional obligations of the member. Conditions that produce most favorable test results must be made known to the examinee.

7. The purpose of testing and the explicit use of the results must be made known to the examinee prior to testing. The counselor must ensure that instrument limitations are not exceeded and that periodic review and/or retesting are made to prevent client stereotyping.

8. The examinee's welfare and explicit prior understanding must be the criteria for determining the recipients of the test results. The member must see that specific interpretation accompanies any release of individual or group test data. The interpretation of test data must be related to the examinee's particular concerns.

9. The member must be cautious when interpreting the results of research instruments possessing insufficient technical data. The specific purposes for the use of such instruments must be stated explicitly to examinees.

10. The member must proceed with caution when attempting to evaluate and interpret the performance of minority group members or other persons who are not represented in the norm group on which the instrument was standardized.

11. The member must guard against the appropriation, reproduction, or modifications of published tests or parts thereof without acknowledgment and permission from the previous publisher.

12. Regarding the preparation, publication and distribution of tests, reference should be made to:

    a. *Standards for Educational and Psychological Tests and Manuals*, revised edition, 1974, published by the American Psychological Association on behalf of itself, the American Educational Research Association and the National Council on Measurement in Education.

    b. The responsible use of tests: A position paper of AMEG, APGA, and NCME. *Measurement and Evaluation in Guidance*, 1972, 5:385-388.

    c. "Responsibilities of Users of Standardized Tests," APGA, *Guidepost*, October 5, 1978, pp. 5-8.

Section D: Research and Publication

1. Guidelines on research with human subjects shall be adhered to, such as:

    a. *Ethical Principles in the Conduct of Research with Human Participants*, Washington, DC: American Psychological Association, Inc., 1973.

    b. Code of Federal Regulations, Title 45, Subtitle A, Part 46, as currently issued.

2. In planning any research activity dealing with human subjects, the member must be aware of and responsive to all pertinent ethical principles and ensure that the research problem, design, and execution are in full compliance with them.

3. Responsibility for ethical research practice lies with the principal researcher, while others involved in the research activities share ethical obligation and full responsibility for their own actions.

4. In research with human subjects, researchers are responsible for the subjects' welfare throughout the experiment and they must take all reasonable precautions to avoid causing injurious psychological, physical, or social effects on their subjects.

5. All research subjects must be informed of the purpose of the study except when withholding information or providing misinformation to them is essential to the investigation. In such research the member must be responsible for corrective action as soon as possible following completion of the research.

6. Participation in research must be voluntary. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects and is essential to the investigation.

7. When reporting research results, explicit mention must be made of all variables and conditions known to the investigator that might affect the outcome of the investigation or the interpretation of the data.

8. The member must be responsible for conducting and reporting investigations in a manner that minimizes the possibility that results will be misleading.

9. The member has an obligation to make available sufficient original research data to qualified others who may wish to replicate the study.

10. When supplying data, aiding in the research of another person, reporting research results, or in making original data available, due care must be taken to disguise the identity of the subjects in the absence of specific authorization from such subjects to do otherwise.

11. When conducting and reporting research, the member must be familiar with, and give recognition to, previous work on the topic, as well as to observe all copyright laws and follow the principles of giving full credit to all to whom credit is due.

12. The member must give due credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to the research and/or publication, in accordance with such contributions.

13. The member must communicate to other members the results of any research judged to be of professional or scientific value. Results reflecting unfavorably on institutions, programs, services, or vested interests must not be withheld for such reasons.

14. If members agree to cooperate with another individual in research and/or publication, they incur an obligation to cooperate as promised in terms of punctuality of performance and with full regard to the completeness and accuracy of the information required.

15. Ethical practice requires that authors not submit the same manuscript or one essentially similar in content, for simultaneous publication consideration by two or more journals. In addition, manuscripts published in whole or in substantial part, in another journal or published work should not be submitted for publication without acknowledgment and permission from the previous publication.

Section E: Consulting

Consultation refers to a voluntary relationship between a professional helper and help-needing individual, group or social unit in which the consultant is providing help to the client(s) in defining and solving a work-related problem or potential problem with a client or client system. (This definition is adapted from Kurpius, DeWayne. Consultation theory and process: An integrated model. *Personnel and Guidance Journal*, 1978, 56.)

1. The member acting as consultant must have a high degree of self-awareness of his/her own values, knowledge, skills, limitations, and needs in entering a helping relationship that involves human and/or organizational change and that the focus of the relationship be on the issues to be resolved and not on the person(s) presenting the problem.

2. There must be understanding and agreement between member and client for the problem definition, change goals, and predicated consequences of interventions selected.

3. The member must be reasonably certain she/he or the organization represented has the necessary competencies and resources for giving the kind of help that is needed now or may develop later and that appropriate referral resources are available to the consultant.

4. The consulting relationship must be one in which client adaptability and growth toward self-direction are encouraged and cultivated. The member must maintain this role consistently and not become a decision maker for the client or create a future dependency on the consultant.

5. When announcing consultant availability for services, the member conscientiously adheres to the Association's **Ethical Standards**.

6. The member must refuse a private fee or other remuneration for consultation with persons who are entitled to these services through the member's employing institution or agency. The policies of a particular agency may make explicit provisions for private practice with agency clients by members of its staff. In such instances, the clients must be apprised of other options open to them should they seek private counseling services.

Section F: Private Practice

1. The member should assist the profession by facilitating the availability of counseling services in private as well as public settings.

2. In advertising services as a private practitioner, the member must advertise the services in such a manner so as to accurately inform the public as to services, expertise, profession, and techniques of counseling in a professional manner. A member who

assumes an executive leadership role in the organization shall not permit his/her name to be used in professional notices during periods when not actively engaged in the private practice of counseling.

The member may list the following: highest relevant degree, type and level of certification or license, type and/or description of services, and other relevant information. Such information must not contain false, inaccurate, misleading, partial, out-of-context, or deceptive material or statements.

3. Members may join in partnership/corporation with other members and/or other professionals provided that each member of the partnership or corporation makes clear the separate specialties by name in compliance with the regulations of the locality.

4. A member has an obligation to withdraw from a counseling relationship if it is believed that employment will result in violation of the **Ethical Standards**. If the mental or physical condition of the member renders it difficult to carry out an effective professional relationship or if the member is discharged by the client because the counseling relationship is no longer productive for the client, then the member is obligated to terminate the counseling relationship.

5. A member must adhere to the regulations for private practice of the locality where the services are offered.

6. It is unethical to use one's institutional affiliation to recruit clients for one's private practice.

Section G: Personnel Administration

It is recognized that most members are employed in public or quasi-public institutions. The functioning of a member within an institution must contribute to the goals of the institution and vice versa if either is to accomplish their respective goals or objectives. It is therefore essential that the member and the institution function in ways to (a) make the institution's goals explicit and public; (b) make the member's contribution to institutional goals specific; and (c) foster mutual accountability for goal achievement.

To accomplish these objectives, it is recognized that the member and the employer must share responsibilities in the formulation and implementation of personnel policies.

1. Members must define and describe the parameters and levels of their professional competency.

2. Members must establish interpersonal relations and working agreements with supervisors and subordinates regarding counseling or clinical relationships, confidentiality, distinction between public and private material, maintenance, and dissemination of recorded information, work load and accountability. Working agreements in each instance must be specified and made known to those concerned.

3. Members must alert their employers to conditions that may be potentially disruptive or damaging.

4. Members must inform employers of conditions that may limit their effectiveness.

5. Members must submit regularly to professional review and evaluation.

6. Members must be responsible for inservice development of self and/or staff.

7. Members must inform their staff of goals and programs.

8. Members must provide personnel practices that guarantee and enhance the rights and welfare of each recipient of their service.

9. Members must select competent persons and assign responsibilities compatible with their skills and experiences.

Section H: Preparation Standards

Members who are responsible for training others must be guided by the preparation standards of the Association and relevant Division standards. The member who functions in the capacity of trainer assumes unique ethical responsibilities that frequently go beyond that of the member who does not function in a training capacity. These ethical responsibilities are outlined as follows:

1. Members must orient students to program expectations, basic skills development, and employment prospects prior to admission to the program.

2. Members in charge of learning experiences must establish programs that integrate academic study and supervised practice.

3. Members must establish a program directed toward developing students' skills, knowledge, and self-understanding, stated whenever possible in competency or performance terms.

4. Members must identify the levels of competencies of their students in compliance with relevant Division standards. These competencies must accommodate the para-professional as well as the professional.

5. Members, through continual student evaluation and appraisal, must be aware of the personal limitations of the learner that might impede future performance. The instructor must not only assist the learner in securing remedial assistance but also screen from the program those individuals who are unable to provide competent services.

6. Members must provide a program that includes training in research commensurate with levels of role functioning. Para-professional and technician-level personnel must be trained as consumers of research. In addition, these personnel must learn how to evaluate their own and their program's effectiveness. Graduate training, especially at the doctoral level, would include preparation for original research by the member.

7. Members must make students aware of the ethical responsibilities and standards of the profession.

8. Preparatory programs must encourage students to value the ideals of service to individuals and to society. In this regard, direct financial remuneration or lack thereof must not influence the quality of service rendered. Monetary considerations must not be allowed to overshadow professional and humanitarian needs.

9. Members responsible for educational programs must be skilled as teachers and practitioners.

10. Members must present thoroughly varied theoretical positions so that students may make comparisons and have the opportunity to select a position.

11. Members must develop clear policies within their educational institutions regarding field placement and the roles of the student and the instructor in such placements.

12. Members must ensure that forms of learning focusing on self-understanding or growth are voluntary, or if required as part of the education program, are made known to prospective students prior to entering the program. When the education program offers a growth experience with an emphasis on self-disclosure or other relatively intimate or personal involvement, the member must have no administrative, supervisory, or evaluating authority regarding the participant.

13. Members must conduct an educational program in keeping with the current relevant guidelines of the American Personnel and Guidance Association and its Divisions.

Bibliography

Blake, Gary and Bly, Robert W. *Dream Jobs: A Guide to Tomorrow's Top Careers*. (Wiley self-teaching guides) 1983. 224 pp. Wiley, paper, $8.95 (0-471-89204-1). Galley. Nov.

Profiled here are nine of today's hottest (fastest growing, glamorous, trendy, and lucrative) fields of employment: cable television, computers, employee training and development, biotechnology, consulting, advertising, public relations, travel, and telecommunications. (Of the nine, only biotechnology requires any kind of special education and/or training.) For each of these industries, the authors describe in detail the necessary background, the salaries, the nature of the work, employment opportunities, how to get in, and even specialized books and periodicals that provide further information on a particular field. No index.

Cannon, Colleen. *1983 Internships: 16,000 On-the-Job Training Opportunities for all Types of Careers*. Writer's Digest, paper, $10.95.

While most of the internships listed here are not available to high school students, teenagers may still find something of value to them when planning their future careers. Suggested for large career collections.

Casewit, Curtis W. *Hot To Get a Job Oversees*. 1984. 149 pp. paper, $6.95, Arco. (0-668-05755-6 83-21453).

Employment opportunities in other countries are explored in this book. All types of occupational fields are covered, from secretarial work to teaching to running a business. One chapter is devoted to jobs and conditions in Near Eastern countries; coverage of other geographical areas must be sought through the index. A useful feature is a set of appendices with names and addresses of companies, agencies, and organizations. The bibliography is limited and is not as useful as it might have been.

Corwen, Leonard. *Your Resume: Key to a Better Job*. 1984. 128 pp. paper, $4.95, High School-Adult Arco. (0-668-05937-0) (83-21402).

Sample resumes and cover letters make this book useful for high school libraries. Much attention is given to choosing the type of resume (chronological or functional) appropriate for a situation. Librarians will want to note the 13-page "fill-in-the-blank" personal assessment inventory. No index.

Despite minor flaws, high schools will find that the samples and the job application and interview information will make this a useful addition to their collections.

Feinberg, Renee. *Women, Education and Employment: A Bibliography of Periodical Citations, Pamphlets, Newspapers, and Government Documents, 1970-1980*. Hamden, Conn., Shoe String Press, 1982, 274 pp. 23 cm. cloth $25.

This bibliography lists more than 2,500 English language publications on the subjects of women's education and employment. The contents are limited to a ten-year period and to periodical and newspaper articles, pamphlets, and government documents and citations from the ERIC database. Both monographs and dissertations are excluded. Compiled from 15 major indexing and abstracting services databases, it represents a selected list of materials drawn from more than 8,000 retrieved citations. The author states that she made her selection on the basis of accessibility and other criteria: "Many of the titles were found to be repetitive, uninformative . . . polemical or irrelevant."

The book is in two major sections: education and training, and employment. Within sections, references are grouped by topics and subtopics, e.g., educational achievement includes the subtopics general, sex differences, and fear of success and underachievement. Entries are not annotated. The introduction states that a subject and author index will follow the entries.

Primarily designed to help librarians assist "undergraduates who are always in a hurry to find a few articles on a topic of social interest," the bibliography is a model of simplicity. Most serious researchers will not find it particularly useful, given the limitations on inclusion and time period. Many will undoubtedly prefer to cull the comprehensive parent indexes and databases.

Feingold, S. Norman and Miller, Norma Reno. *Emerging Careers — New Occupations for the Year 2000 and Beyond*. Volume 1 — The Newest of the New Garrett Park Press, Garrett Park, Maryland 20896, 172 pp. $10.95.

The careers of the years 2000 and beyond will change the occupational structure of our society and bring about challenges and options far beyond our imagination. This book and later volumes in the series should begin to provide the basis for maximizing future opportunities.

Gates, Anita. *90 Most Promising Careers for the 80s*. Monarch Press, paper, 1982, 180 pp. $6.75 (0-671-45272-X).

As the title implies, this is a descriptive listing of 90 career possibilities that, based on forecasting by the Bureau of Labor Statistics, shows projected rates of growth for the coming years. To facilitate page location, the table of contents lists the jobs by category, and arrangement in the book is alphabetical, from accountant to veterinarian. A brief description of the job and its conditions, often peppered with quotes by workers in the field, precedes boxed information on educational requirements; average earnings; competition; work style; best locations; percentage of males, females, and minorities in the job; availability of part-time employment; and an address to contact for further information. The jobs run the gamut from those requiring only a high school education to those with advanced degrees. It's questionable why such jobs as flight attendant, lawyer, airplane pilot, and FBI agent are included — given the tough competition in those fields — yet there are enough choices here to give job seekers ideas, especially if the book is used with other career manuals.

Goldenthal, Allan B. *The Teenage Employment Guide*. Rev. and updated. Monarch Press, paper, 1983, 187 pp. illus. $9.95 (0-671-43542-6).

Though the original edition (reviewed in *Booklist* 66:1335 J1 1 70) was not available for comparison, the revision apparently covers much the same ground and has been completely updated to be current with the 1980s. Once again, the author characterizes his guide as an immediate-action book designed to help teens get full- of part-time work now. He provides charts that group clusters of related occupations and that enable readers to match jobs with personality and worker traits. He also furnishes an extensive series of job monographs based the U.S. government's *Dictionary of Occupational Titles* (DOT), 4th ed., 1977; describes careers for teenagers without high school diplomas; treats apprenticeship opportunities and self-employment as child care, musician, handicrafter, etc.; and discusses applying for a job and laws regulating youth employment. As before, the book is especially valuable for the multitude of specific sources of further information. Appended are an analysis of the DOT system, a bibliography, and sources. No index.

Greenberg, Jan W. *The Teenager's Guide to the Best Summer Opportunities*. Harvard Common Press, Jan. 1985, 197 pp. $14.95 (0-916782-59-X); paper, $8.95 (0-916782-58-1).

With a winter publication date that allows teenagers time to investigate opportunities in advance of the inevitable spring crunch, this is a valuable, well-organized selective resource made-to-order for those who want to spend their summer pursuing special personal or academic interests. Some fairly standard job hunter's advice leads off, followed by sections on finding work in the private sector or with the federal government. The bulk of the text considers organized, largely tuition-supported programs offered by colleges, universities, special interest groups, or private concerns sponsoring activities involving everything from cheerleading and intensive music or science study to theater arts, crafts, career investigation, and travel or study abroad. A separate chapter examines volunteer opportunities. Details provided include cost, eligibility, application information, and brief facts about the programs themselves. Further resources and addresses appended. In all, a wealth of information. Junior high and high school.

Guide for Occupational Exploration. Second edition. American Guidance Service, 408 Publishers' Building, Circle Pines, MN 55014-1796. 8 ½ x 11" softbound, 750 pp. $14.95, ISBN (0-913476-88-9), Order No. S1140.

The 1979 edition has been updated and expanded to be even more useful to students, job seekers, and counselors.

New information about jobs: physical demands, work settings, how to prepare for the job, licenses and certificates needed, organizations and agencies to contact for further information.

New information about people: what kinds of jobs best suit one's work values, leisure and home activities, preferred school subjects, and civilian and military work experience.

The only complete jobs listing: Developed by the U.S. Employment Service and updated with information from the 1982 DOT supplement, the *Guide* provides information on more than 12,000 occupations representing all the workers in the United States.

Hawes, Gene R. *The Encyclopedia of Second Careers*. New York: Facts on File, 1984, 444 pp. $49.95 (0-87196-692-1 82-5195).

If imitation is the sincerest form of flattery, the United States Bureau of Labor Statistics should feel sincerely flattered by *The Encyclopedia of Second Careers*, for 273 of its 444 pages are principally rewritten versions of the occupational profiles published in the *Occupational Outlook Handbook*. The originals, enlivened as they are by photographs, give a fuller picture of what a job requires and involves. *Second Careers* embellishes this core section with lists of careers by type, income level, ease of entry, and educational requirements. Most of the pairings in the list of occupations indicating what sort of second career they can lead to are self-evident, for example, computer programmer leading to computer system analyst. Other trimmings include profiles of the job prospects in 15 current boom cities; a rudimentary eight-page explanation of how to find and land a job; a directory of community colleges, technical institutes, trade schools, and correspondence schools; a short survey of career change information sources; a short survey of career change information sources; and an index. The book's mostly cosmetic appeal to career changers cannot substitute for the *Occupational Outlook Handbook* or for professional career counseling.

Jones, Ilene. *Jobs for Teenagers*. Ballantine, paper, 1983, 161 pp. $2.25 (0-345-30905-7).

Encouraging, informally written, and practical job-hunter's guidance touching briefly on everything from how to dress for an interview and where to look for work to how to handle the money when it starts rolling in. While Jones considers jobs with established organizations and even presents a few scattershot findings about working in such popular YA job sports as fast-food chains and supermarkets, she concentrates predominantly on free-lance work for teenagers, zeroing in on some three dozen job ideas that range from the inventive (conducting guided tours for city visitors and teaching children to cook) to the more common (lawn care and child care). Job profiles feature useful tips for the uninitiated, and Jones suggests fees for each of the free-lance services she introduces in a separate chapter. The appendix features addresses where further information can be acquired. Junior high and high school.

Kuroff, Barbara Norton and Fredette, Michell. *1983 Summer Employment Directory of the United States*. Writer's Digest, paper, 32d ed., 1983, 233 pp. $8.95. (0-89879-097-2).

1983 Summer Employment Directory provides more than 700 entries totaling some 50,000 summer jobs. Listings are arranged by state; all 50 states are included plus the District of Columbia, Canada, Guam, Puerto Rico, the Virgin Islands, and other nations (grouped under "International"). A new section, "How to Find a Job in Your Own Home Town," offers general essays for applicants interested in banking, business, hospital/health care facilities, hotels/motels, landscaping/garden centers, newspapers, retailing, or utilities. The book also offers tips on applying for a job, the cover letter, the resume, and the interview. While the state-by-state arrangement will probably suffice, an index arranged according to type of work might have been helpful to those willing to work out of state. Nevertheless, both books should prove especially valuable this spring and summer.

Kuroff, Norton and Sanker, Sally. *1984 Summer Employment Directory of the United States*. 33d ed. Writer's Digest, paper, $8.95.

Organized in a state-by-state fashion, an annual compilation of summer job opportunities includes some listings for older high schoolers as well as graduated seniors and college students. Suitable for reference collections especially where the previous editions have been of value.

Lott, Catherine S. and Oscar C. *How to Land a Better Job*. 1984, 148 pp. paper, $7.95, Junior high and up. VGM/National Textbook (0-8442-6681-7 84-60162).

Veterans in personnel work offer practical advice on job hunting. The chapter on aptitudes and vocational guidance gives special attention to stengthening a weak educational background. Following job leads in the private and public sectors, applications, resumes and interview techniques are discussed. The final section deals with improving job prospects with one's current employer. Worksheets included.

The reader will find down-to-earth advice on everything from how to use the classifieds to find job leads to what to do about bad references. This book is recommended for the young job seeker.

Mitchell, Anne for Michele Murdock Productions. *Jobs & You*. Marshfilm. 1984. 4 filmstrips, 4 cassettes, 4 guides. $97. #3300.

- Which job is right for your? 53 fr., 14 min.
- Finding them, getting them. 60 fr., 15 min.
- Getting off on the right foot. 56 fr., 14 min.
- Moving on, moving up. 52 fr., 14 min.

Refreshingly direct, this informative program addresses practical and commonly vexing questions about finding, getting, and keeping jobs. Vibrantly colored pen-and-ink cartoon art that humorously reinforces the script's valuable points is interspersed among sharply focused, convincing photos dramatizing three teens' experiences with their first job hunt. In well-ordered progression, the set encourages job seekers to evaluate their interests, skills, experience, and future career considerations before it provides tips on networking and other means of locating work. Specific advice on how to prepare for and conduct oneself in a job interview logically follow. Reassuring new employees about the tensions and trials of getting acquainted with a new position, the set encourages workers to continue to learn about their company even after they've mastered their job requirements. How to determine if a job is right or when to move on or negotiate for new working conditions are considered in the conclusion to this very worthwhile effort for junior and senior high schoolers. Grades 8-12.

Mitchell, Joyce Slayton. *Choices and Changes: A Career Book for Men*. College Entrance Examination Board, paper, 1982, 308 pp. (illus.) $9.95 (0-87447-151-6).

A companion to *I Can Be Anything: Careers and Colleges for Young Women*, contributes enthusiastic yet thoroughly realistic counsel to men preparing to enter the work force for the first time or contemplating career changes. With nearly a dozen vocational guidebooks to her credit, Mitchell wastes no time getting to the point, beginning with advice designed specifically to help readers assess personal skills and establish goals within the context of rapidly changing male/female roles in modern American society. The bulk of her text presents the jobs themselves — more than 90 of them — separated into 14 "white collar" career clusters (business, government, art, science, etc.). She briefly summarizes each position and provides notes on job distribution, salary, educational requirements (most jobs included here demand some advanced education), and work future. A list of related jobs and some valuable sources where more information can be obtained conclude each profile. Black and white photographs are sprinkled throughout. Index.

Mitchell, Joyce Slayton. *I Can Be Anything: A Career Book for Women*. College Entrance Examination Board, paper, 3rd ed., 1982, 324 pp. (illus.) $9.95 (0-87447-150-8).

Incorporating statistics and data gleaned from the 1982-83 *Occupational Outlook Handbook*, Mitchell updates the 1978 edition of her useful vocational guide geared to women entering the work force. Similar in format and organization to its companion for men, *Choices and Changes* (Booklist 79:645 Ja 15 83), the book employs a career-cluster approach to identify a wide range of business, service, health, science, and performing arts professions. Individual job profiles are brief but sufficiently substantive (including notes on educational preparation, salary, work responsibilities, etc.) to help readers judge whether or not they should look further for more information about a particular career. As in *Choices and Changes*, Mitchell provides addresses for further reference and uses descriptive comments from individuals on the job. Index of careers.

Naisbitt, John and The Naisbitt Group. *The Year Ahead*. AMACOM. paper, 1985, 63 pp. $6.95 (0-8144-7633-3).

John (*Megatrends*) Naisbitt expands on his reputation as chief diviner of America's socioeconomic future with specific predictions that are ostensibly applicable to the current year but that offer ramifications further into the twentieth century. Naisbitt's provocative forecasts include his belief that the existence of many new high-tech jobs will eventually create a labor shortage (good news for steel workers in Gary?); that Hispanics will wield a vital influence on American life; that the computer in the schoolroom is an idea just beginning to proliferate; that the cities of San Antonio and Austin (and the spaces in between) will move into first position as centers of biotechnology; and that food pollution is the next major environmental issue. There's more here on the growing role machines will play in our lives and the much ballyhooed "new awareness" of American business managers. Few original thoughts exist in this flimsy little paperback; it functions, however, as primarily a supplement to the *Megatrends* mania. As such it merits attention in the public library (but not a shrine). No index.

Sandberg, Diane. *Resumes/Job Applications: A Practical Guide*. Sunburst Communications, 39 Washington Ave., Room CG, Pleasantville, NY 10570. 2 filmstrips, 2 cassettes, 1 guide, $99. #480.

- Resumes, 84 fr., 14 min.
- Job applications, 79 fr., 13 min.

Realistically posed photos convey the drama of youths seeking their first full-time job. As the convincing actors portray the authentic situations — consulting school counselors and friends about the contents of a resume and the questions on a job application — the voice-over narrator fills in valuable details on what information to include in these documents as well as why those facts are important to potential employers. Key points are printed on screen, and the program pauses periodically to allow students to complete the provided mock resumes and job applications, while the guide's relevant and exciting activities further reinforce the filmstrips' insights. Defining terms encountered, offering valuable resume tips, listing directions for completing application forms, suggesting responses to vexing questions, and forewarning viewers about illegal employment questions, this is a palatable and practical resource for junior and senior high schoolers. Grades 8-12.

Self betterment series, 10. *Career and Job Finding*. Mentors Enterprises, PO Box 2782, Olympia, WA 98507. 1982. Cassette (70 min.), $10.

Self betterment series, 12. *Stress Tips*. Mentors Enterprises. 1982. Cassette (65 min.), $10.

These two recordings are compact and inexpensive avenues for self-exploration, whether the listener is a seasoned professional or a new entry into the labor force. The first recording is a well organized excursion into the world of job search. It covers everything from resume writing and interviewing techniques to planning for the future world of work by looking at changing demographics, technology, communications, and the economic and political environments. Stress, the subject of the second tape, is seen as a normal aspect of living. Using a pleasant but authoritative narrative, the tape offers sound tips for analyzing the stymptoms of stress, spotting the causes, and implementing various sensible alternatives for coping. Each tape will be a valuable and welcome addition to public libraries serving the community and to secondary and college learning resource centers. Ages 16-adult.

A Working Woman's Guide to Her Job Rights. Superintendent of Documents, United States GPO, Dept. 36-JD, Washington, DC 20402. 56 pp. $2.25 (029-002-00069-0).

A new booklet from the Department of Labor, *A Working Woman's Guide to Her Job Rights*, shows women how to get a job, how to protect themselves on the job, and how to secure benefits after retirement. In each section laws and services that are available to assist workers and to protect them from discrimination on the basis of sex, race, color, religion, national origin, age or handicap are cited.

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